



Home Learning Policy

Purpose and Strategy

From September 2020, when pupils have to stay at home to self-isolate or due to local lockdown, pupils will follow work assigned to them via Microsoft Teams. Our teachers will provide high quality online lessons through Teams Assignments. Instructions for using Microsoft Teams Assignments are available below. Pupils should inform their teacher if they do not have access to a computer, laptop or tablet, or have no access to the internet to study remotely at home when self-isolating or at home during a local lockdown. If pupils cannot study online at home, paper resources can be collected from the school main office. Our remote learning provision will be updated in line with government advice as it changes: current guidance is available below. Where staff in vocational settings deliver to pupils from outside our setting they will have regard to the outside school's policy in addition. It is recognised that they may be using other platforms such as Moodle or Zoom but otherwise all points in this policy will apply.

We believe it is essential that any remote provision provides the following:

- A meaningful learning experiences
- The core academic knowledge taught during the self-isolation period
- Support with specific teaching strategies for your child
- A motivating range of accessible activities
- Connection with teachers and peers
- Positive social interaction with the teacher and peers

In the case of 14-day self-isolation for a pupil or bubble the following remote learning provision will be provided. (Learning Plans will be added to the website.)

- A two-week timetable with links to resources.
- Planned learning task for each core session.
- Downloadable topic activity packs covering key learning points.
- Feedback from the class teacher (if work shared)

In the case of school closure, the following remote learning provision will be provided. (Learning Plans will be added to the website.)

- A weekly learning planner with appropriate learning tasks.
- Feedback from the class teacher for completed uploaded work
- Opportunities to connect with peers and teaching staff remotely.
- Physical resource allocation for specific pupils

Safeguarding pupils and teachers online

1. Online Safety

- It is recognised by Rowhill School that the use of technology presents challenges and risks to children and adults both inside and outside of school. Rowhill School will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
- Rowhill School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
 - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- Rowhill School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- Rowhill School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 has appropriate policies in place that are shared and understood by all members of the community.
 - Further information reading the specific approaches relating to this can be found in our **acceptable use policy** which can be located **on the (school's?) website**.
- Rowhill School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - At Rowhill we use Smoothwall (EIS) and Netsupportdna, which are appropriate filtering/monitoring systems for the students at the school, supported by UK Safer Internet Centre guidance.
 - If learners or staff discover unsuitable sites or material, they are required to take immediate action. The Netsupportdna system will automatically flag this up to our IT help desk and it will be blocked immediately; where any other sites are thought to be unacceptable to students at the school then this will be corrected through the Smoothwall system and again blocked if necessary.
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.

- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and headteacher
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
- When implementing appropriate filtering and monitoring, Rowhill School will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Rowhill School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
 - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
 - Learners internet use will be supervised by staff according to their age and ability.
 - Learners will be directed to use age appropriate online resources and tools by staff.
- Rowhill School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. DSLs and SLT may also choose to access UK Council for Internet Safety (UKCIS) ‘[Education for a Connected World Framework](#)’ and DfE ‘[Teaching online safety in school](#)’ guidance.
- Rowhill School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
 - Providing information on our school website and through existing communication channels newsletters etc, texting service and offering specific online safety events for parents/carers or highlighting online safety at existing parent events.
- Rowhill School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Where children are asked to learn online at home in response to a full or partial closure:

- Rowhill School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers through Microsoft 365 and school comms text messaging service.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our **school behaviour policy, code of conduct and Acceptable Use Policies.**

- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP) A template for remote learning AUP is being developed by the school in conjunction with the development of a learning platform through Microsoft 365.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Rowhill School will continue to be clear who from **Rowhill school** their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

2. Curriculum and Staying Safe

- Rowhill School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making, so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- Rowhill School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's staff behaviour policy (sometimes known as a code of conduct) will apply. Most of the online assignments and lessons will be delivered via Microsoft teams.

Guidance for staff when using Microsoft Teams

Teachers should:

- Sit against a neutral background
- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!

- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language
- If Live streaming, staff will mute and/or disable learners' videos and microphones, as required

To [record](#) in Microsoft Teams:

- In the meeting, click 'More options' (the 3 dots) > 'Start recording'
- Wait for the recording to start (you'll get a notification saying 'Recording has started')
- When you finish, click 'More options' > 'Stop recording'
- Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)
- When calls are taking place 'live' using webcams or chat facilities, staff and learners will ensure a professional environment is maintained. This means: Staff will record the time, date and attendance of any online lessons/contact held or made. Live sessions will involve at least two members of staff where possible.

Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either! Alternatively, you could ask them to turn their cameras off.

Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

Our school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Make a recording so there's something to go back to later on if you need to, and keep a log of who's doing video calls and when. Check that parents are happy with you making recordings first –assure them it's for school records only.

- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school Behaviour Policy and Staff Code of Conduct.

- When delivering remote learning, staff will: Only use online tools that have been evaluated and agreed by leadership. Ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account. Where possible, pre-record content.

- Sessions can be delivered in any 1:1 situation if pre-approval has been given by the DSL and/or Headteacher and the session is auditable. Staff will record any online lessons so they can be audited or accessed later if required; learners and staff should be made aware that lessons are being recorded.

- Staff and learners should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.

- Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.

ACP specific guidance – Learning sessions are to be logged in the ongoing log to ensure a record is kept as recording sessions individually may not be appropriate.

Some students may not be appropriate for group teaching and during any 1:1 session the Hub leader is invited to the meeting, therefore can access the meeting if required. If appropriate also copy parents into email communication with students where electronic work packs are attached.

It is vital that parents and carers make sure that their child is safe online and we include some highly recommended links to invaluable advice and guidance here:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers.

School contact with parents and carers during this time can also be used to reinforce the importance of children staying safe online. It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Teaching staff should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Use these resources to support parents and carers to keep their children safe online:

- [support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on [staying safe online](#) which includes information on security and privacy settings

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Reporting concerns

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education.

Should any student not be engaging or able to join remote learning, welfare calls need to be made once weekly as a minimum. All contacts to parents must be logged appropriately.

Teaching staff should report concerns relating to harmful or upsetting content as well as bullying and online abuse to the safeguarding team of Cathy Webb, Geoff Bartrum, Rick Jones, Keith Cooper, Elaine Mendelson, Sarah Griffey, Sarah Tyler or Louise Channon.

Communicating with parents, carers and pupils

Where education is having to take place remotely due to coronavirus (COVID-19), it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information

Should staff not be able to make contact with a family or student during the week and they do not attend any remote learning, please notify the safeguarding team. This will lead to further welfare checks being conducted, possible home visits and/or referrals being made.

Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

In some areas, schools may also be able to seek support from their local authority when planning online lessons and activities, and considering online safety.

Providing pastoral care remotely

Where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) helping parents, carers and pupils to make a weekly plan or structure is important. These plans should include time for education as well as time for playing and relaxing to reduce stress and anxiety.

Rowhill staff should consider whether one-to-one sessions or small group work could be appropriate in some circumstances. For example, to provide pastoral and/or therapeutic care such as Speech and Language Therapy or Counselling. This should be discussed and approved by the senior leadership team to assess any risks.

Personal data and GDPR

Teaching staff should continue to follow the guidance outlined in the school data Protection Policy:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Behaviour management via Teams:

If you are running a live class or interactive teaching session, at the beginning remind students about the behaviour expected.

Some students may benefit being shown all of the Teams functions to enable them to feel more comfortable and prevent them exploring these during learning time.

Should any student become disruptive during the session you should adopt the behaviour management policy. The teacher has the ability to mute a student and should this behaviour continue throughout the session, student removal from the group learning is permitted. If this occurs the parents/carers must be contacted after the lesson to reinforce the expectations for behaviour during these sessions. Any

calls of this nature need to be logged and shared with the Hub leader and SLT if appropriate.

Support

If your child is unable to login then please call the main school number or email itsupport@rowhill.kent.sch.uk

Guidance for staff when using Microsoft Teams

Decide whether you'll let pupils use chat in Microsoft Teams. Like any chat function, it could lead to bullying, or be a distraction from learning.

To disable chat for pupils, you need to create a '[messaging policy](#)' in Teams and then assign it to pupils.

First, create your new messaging policy:

1. Log in to the Microsoft Teams [admin centre](#)
2. Click 'Messaging policies' on the left-hand side
3. Click 'New policy' and give it a name (e.g. 'Disable chat')
4. Select the 'Chat' setting, and turn it off
5. Click 'Save'

Then, assign this policy to pupils:

1. Log in to the admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click on the policy you've just made, then 'Manage users'
4. Search for the user you want to add, click on their name, and then click 'Add'
5. Repeat step 4 until you've added all of your pupils
6. Click 'Save'