



Parent / Guardian and Child Acceptable Use Policy

Remote Education: Seesaw



Purpose

When Remote Learning is implemented for children working from home, the following guidelines are put in place

The intended outcome is that the curriculum is at the forefront of the work and, as far as possible, student progress should not be negatively impacted. The normal timetable will be followed where practically possible.

Guidelines

- For all classes, Seesaw will be updated with home learning activities for all lessons
- Zoom will be used to teach a lesson and provide 1-1 or small group intervention

By engaging with Seesaw, with parental responsibility, you agree to the terms set out in this document

Safeguarding

This guidance document is supported by the Safeguarding policy and Acceptable Use Policies in place at Hoyland Springwood Primary School. (Specific additions to note: The usage of video teaching is governed by the Zoom acceptable use policy for all members of our community).

- The school has signed up to the terms of service of the Online Platforms in use by the school.
- The School has enabled the most up to date security and privacy features which these Online Platforms provide.
- All staff laptops are protected by password protection as is access to Seesaw.
- All communication containing safeguarding information with parents will be logged on CPOMS
- Children should follow the online safety rules and only use for school work following healthy use of a computer, website and any linked learning.
- Children should report to an adult if they come across any unsafe content.
- All parties must ensure that they never share any media of children in school online, including their own social media profiles unless expressly permitted by the school and anyone appearing in the media.

Teachers and support staff

Setting work:

- Use the activity tool to set work across the curriculum, taking into consideration possible limitations students might experience at home such as access to a device, writing materials, physical resources and adult support.
- Work set should reflect the length of a usual lesson but this learning can be chunked in to smaller sections in order to maintain engagement and make learning accessible (as recommended by DfE).
- Work will be set to the default of whole class but individual tailored activities can be set for children who may struggle to access the whole class learning.

- Provide instructions to explain to the children how to complete each activity this may be written and video explanations.
- Set worksheets as pdfs or photos. These are inserted in to Seesaw's drawing tool which allows children to respond by text, drawing, voice or by up-loading photos of their work.
- May include further instructions informing children of how they should respond to the work.
- Activities can be set in advance and dates/times added for when to post to complete them. Once activities have been submitted, Seesaw will automatically remove the activity from each child's activity stream notifications.
- Teachers should register the names of the attendees and log these on class registers (paper or electronic)
- Establish a reward system for children working remotely.

Responding to work:

- Approve work so the children are alerted that it has been submitted.
- Ensure that by the end of the day, all student work has been acknowledged (with either a like of a comment) and any question dealt with in an appropriate manner.
- Frequently mark the submitted work by clicking on the three dots (...) and clicking Edit and using either the pencil/felt tip tool to draw ticks, highlighter to identify gaps or errors, text tool to add a written response or voice response to give a more personal feedback.
- Will respond to work and comments during the school day.
- Teachers should note any students who do not complete the work.
- Teachers have a responsibility to delegate adults accordingly' towards online learning.

SLT and Office:

1. Should regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
2. Should provide support to colleagues in their teams to ensure that work is provided as required.
3. Should oversee student engagement with home learning, intervening and escalating as appropriate.
4. Should check in on staff members to see if there are any issues either academic or pastoral or with the staff member.
5. Should provide support to colleagues in their teams to ensure that work is provided as required.
6. Should monitor the attendance register and contact the parents of any children failing to attend lessons.

SEN Coordinator:

1. Should connect with parents and/or students with an EHCP to check how they are coping with the home learning and if support is needed regarding meeting the needs of the EHCP
2. Should coordinate the provision of those children on the SEN register and support students/staff and provide guidance / feedback as necessary.

Pupils:

1. Endeavour to take part in each day's learning so they have an understanding of the aims of the day.
2. Use the Add Response tool to submit their work – this allows Seesaw to recognise that they complete it.

3. Pupils should endeavour to complete all set work the same day (as far as resources and support allow them to).
4. Pupils should engage with comments and feedback using a positive and appropriate manner and using written English of the same standard as expected in school.

Parents:

1. Parents/guardians will be provided with a code and will be expected to monitor the child's access to and use of the platform.
2. Parents should encourage and support their child's/ children's work - including: finding an appropriate place to work, checking that set work is completed.
3. They should contact the class teacher if there are any concerns.
4. Parents/Guardians must ensure that they never share any media of children in school online, including their own social media profiles unless expressly permitted by the school and anyone appearing in the media.
5. Ensure communication is kept to a professional level.
6. Where possible, encourage children to work during the hours of the school day ensuring that breaks are taken from the screen (an estimate of 3 hours of learning for EYFS and KS1 and 4 hours for KS2).
7. We appreciate that not all children can access online learning at the same time; school will correct online registers accordingly as long as work is submitted on Seesaw the day it has been set.
8. Any parents that are struggling to access Seesaw should seek support from school regarding options for their children accessing learning at home.

Date written: January 2021

Headteacher signed:

Chair of Governors signed:

This policy is to be reviewed January 2022