



# Broad Heath Primary School

## Video Conference Learning Policy

January 2021

During the COVID 19 Lockdown period, Broad Heath have been proactive in making sure every child's wellbeing and learning is being monitored and developed by staff. Using video conferencing calls is a way of doing this. This policy reflects the school's procedures on how to use this new way of learning effectively and safely.



## **INTENT:**

To support the teaching and learning for all children using a video conference platform

To ensure children and staff are safe during these video conference calls

To implement the school's GDPR policy

## **IMPLEMENTATION:**

Video conferencing platforms are an invaluable tool. At Broad Heath, we will implement clear and effective strategies to ensure all children and staff are kept safe online. The School's safeguarding, GDPR and child protection policies will be followed and all current guidance and procedures to online learning will be followed by all staff at Broad Heath.

Staff who are concerned about a child's welfare or have concerns for a child's safety should without delay, follow their school's safeguarding procedures.

Video conferencing tools are currently being used by the school and all staff have received training and guidance on how this can be used effectively and safely.

During the current COVID 19 Lockdown, using video calls is an effective means of communicating and this has had a positive impact on the children's wellbeing and learning. This is one of many ways we are currently supporting our families and find it very rewarding.

Broad Heath is always reviewing how the school uses video calls and the safety and wellbeing of children is always of paramount importance. If you as a parent or carer would like to share any thoughts or concerns on this matter, please contact us.

Broad Heath will inform parents and carers of the sites that pupils/students are being asked to use, what they will be asked to do online and which members of staff they will be interacting with. This is always posted on our school blogs, email or communicated via phone calls.

## **When working remotely, all staff at Broad Heath will implement the following rules:**

- Staff will always carryout video calls within the school grounds. The exception for this would be during a potential full lockdown and there will be at least two members of staff and both staff will be in the meeting room first. A neutral background will be used.
- Staff, parents and pupils will be provided with acceptable use guidance.



- Two members of staff will be present for video calls to children. This is to safeguard children and members of staff.
- We will notify parents/carers about the use of video conferencing and the school policy is available on the website for parents and carers to view. This will reflect the behaviour the school expects from parents/carers and pupils/students when video conferencing takes place and should be made available to all parties.
- During these calls, the wellbeing and safety of the child will be monitored and appropriate actions will be taken if a child/children/families need support.
- If the school deems it necessary, a phone call or a home visit may happen to support the family further. This again is linked to the school's safeguarding policy.
- Children should be reminded of reporting routes and how to seek help or support if they need to.
- Staff will separate their remote learning account from their personal online profiles and use a duplicate of the staff notice image, school logo or leave blank for the platform profile picture. We will set up school accounts for any online platforms we use and check the privacy settings.
- We will make sure any phone calls are made from a 'private' number so the staff members personal contact details are not visible. Where possible, the member of staff will use a school telephone.
- Children should use their real names for their 'usernames' and this should be locked during the call.
- No person within the video call will share any personal information e.g. personal telephone number, email accounts, Facebook and other social media links. Staff should never use personal social media accounts as a 'short cut' to communicate with parents and pupils.
- For the purposes of video-conferencing or communicating through email etc, children must use the parents' or guardians' own account, where possible, rather than a child's, to take part in lessons. Use parents' or carers' email addresses or phone numbers to communicate with pupils/students, unless this poses a safeguarding issue. If staff need to communicate with pupils/students using the pupil/student's personal email address, another relevant member of staff should be copied into all emails.
- Ensure staff members work against a neutral background. Staff should present themselves as they would if they were giving a face-to-face lesson and dress appropriately.
- Where lessons are delivered via an online platform, parents/carers and children should be provided with safeguarding and etiquette guidance in advance of the lesson.



For example, parents/carers should be in the room with the child. Parents should be notified of the timetable for their child in advance of the lessons taking place. All staff should be aware of their setting's safeguarding and child protection policy and procedures. Ensure that staff members can contact the Designated Safeguarding Lead (DSL) or, in the event of the DSL being unavailable, deputy DSL, should they have any concerns about a child. Examples of potential concerns may include:

- a staff member seeing, or hearing, something of concern during communication with a student
  - a disclosure, made by a pupil/student, when in communication with them during a phone call, via email or when video-conferencing.
- When making contact directly with children as a means of checking on their welfare, we will consider which methods are most appropriate for every child.
  - Contact with children should happen within normal school hours.
  - Schools should not record online lessons which include pupils without parental permission.
  - Staff members must record the length, time and date of any sessions held.

### **One to One Video calls:**

- Staff will only ever video call a pupil with prior agreement with parents and the Headteacher or deputy. This will usually take place on Fridays where the children's learning is reviewed with the teacher and clear actions are put in place to support that child.
- This will be at a pre-arranged time and day and there will always be two members of staff present on the call.
- The staff member will speak first with the parent or carer to check they are aware of the call. The parent or carer must stay in the room.

## **UNACCEPTABLE USE**

### **Examples of unacceptable use include, but are not limited to:**

- Creating or sending any messages or comments that might upset other people.
- Using another person's username and password e.g. to access a device or website.
- Looking at or changing work that belongs to other people without their permission.
- Wasting time or resources on school computers.
- Sharing pictures or making video calls without checking with your parent/carers

All parents and carers must give their consent for their child to enter a video call with the school. If you do not wish your child to be part of a video conference call, please inform school on the blog or by phone.



## **Broad Heath's Video Conferencing Guidance**

Everyone must respect other within the video call and no inappropriate language or actions will be used – all school rules and values must be followed

Children must inform their parents/carers of the video call and they should be available should the school adult wish to speak to them

Staff, children and other members of the household must wear suitable clothing - No pyjamas etc

Parents and carers will supervise their child's video call with the school

Everyone must be on time to the video meeting. If a 'online class' has started, teachers will wait 5 minutes then the video call will be locked so no one else can join in

Teachers will use virtual waiting rooms. This will enable the school to check who they are before allowing them entry

Limit screen sharing

This will ensure children do not take control of the screen and prevent them from sharing random content

Disable private messaging

This will prevent distractions among our children by stopping private messaging between children so they cannot talk to one another without our knowledge

On entry, teachers will mute all microphones and video and accept one child at a time. Children must show their face/have their camera on to enter the video call. If they do not have their camera on, they will not be admitted

Staff will turn off file transfer and only staff members will be able to do this.

Details on how to join into the video meeting will be sent privately to parents and carers' email address

Be conscious of background environments and others in the room

I will not reveal my passwords to anyone

I will not share any school content on social media platforms

*This guidance will also be added to the BH blog.*



## **IMPACT:**

- All children at BH will have further learning opportunities via a video conference call
- All children's wellbeing supported
- Key messages shared with families and children to support where appropriate

### **Parental feedback:**

Should you have any question or queries on this policy, please get in touch with the school.

### **Further Guidance about Online Safety**

Support for parents and carers to keep their children safe online includes:

[https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD\\_BwE](https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE) – for support for parents and carers to keep their children safe online

<http://www.lgfl.net/online-safety/> – for support for parents and carers to keep their children safe online

[Net-aware](#) – for support for parents and careers from the NSPCC

<https://parentinfo.org/> – for support for parents and carers to keep their children safe online

<http://www.thinkuknow.co.uk/> – for advice from the National Crime Agency to stay safe online

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers> – advice for parents and carers



## Appendix 1: Zoom calling advice and tips

Here is a list of our top 20 pieces of Zoom advice to help colleagues across the country in these difficult times. We hope you will find them useful!

(Thanks to Michaela Community School)

### Setting up Zoom and general admin

Your initial settings for a Zoom lesson before inviting pupils are vital because they will dictate whether you can be in control of who is speaking, or whether your lesson is safe from disruptive influences.

#### 1. General settings

You want to take the time before each Zoom lesson begins to ensure you've selected all of the right options to give you the most control over the participants. These should be done before you send out the lesson link to pupils:

In the participant's section:

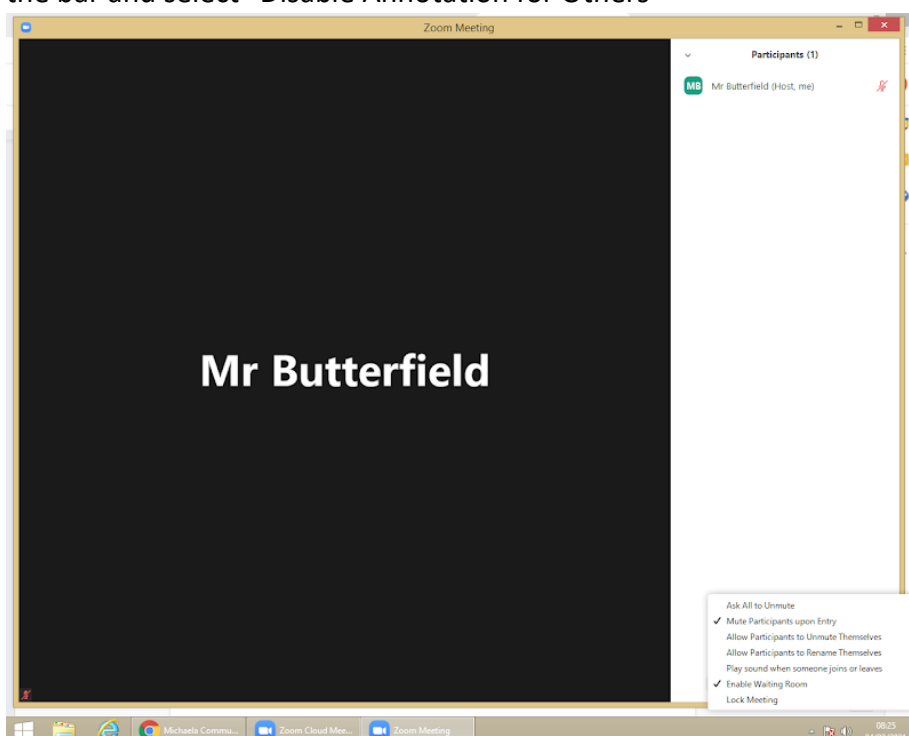
- Create a waiting room
- Select "mute on entry"
- Disable the ability for pupils to rename themselves

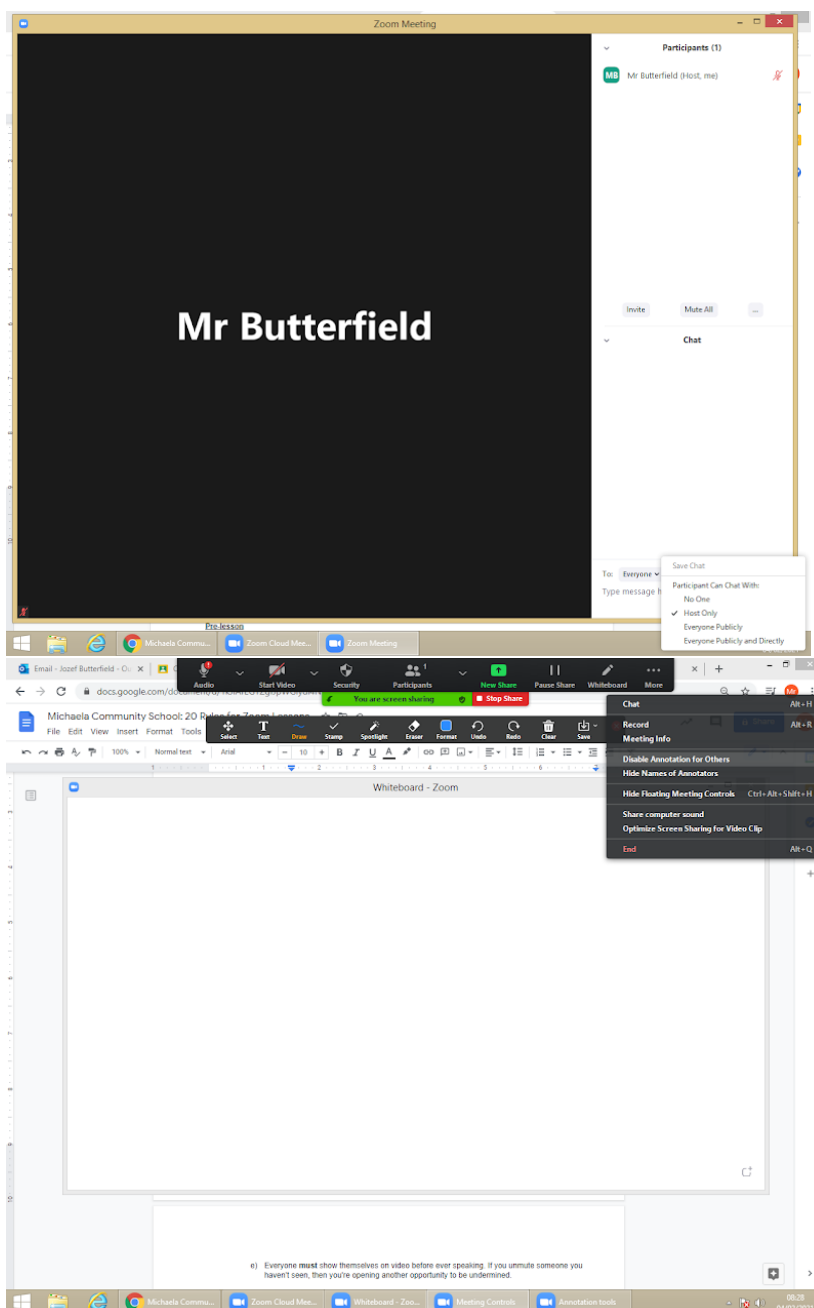
In the chat section:

- Make it so pupils can only send messages to the host or cancel completely.

In the settings bar:

- Once you've begun screen share, go to the extra options section on the right end of the bar and select "Disable Annotation for Others"





## 2. Avoiding Zoom-bombing

To avoid having an unknown visitor in the guise of one of your pupils “bombing” your lesson:

- It is vital that you see a pupil on camera before ever unmuting them. This is done for the whole class at the beginning.
- In the instance that a pupil joins late or must reconnect for whatever reason, it is best to wait until you can set the class off on a task. You can then ask the new participant to turn their camera on.
- Go through the “General settings” described in the previous tip every time. The one time you forget to block unmuting will be the time something happens.



## Pre-lesson/activity/contact

You can have riddles, puzzles or a warm-up on screen so that pupils can work on.

### 3. Opportunity for gratitude

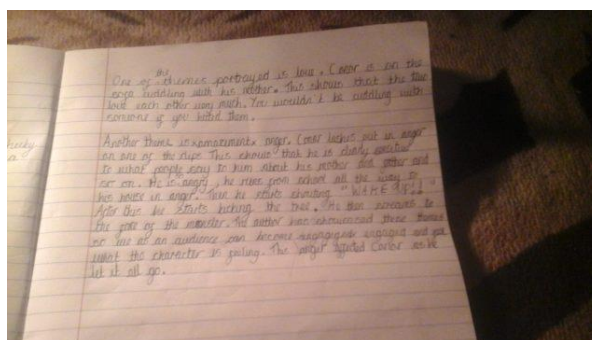
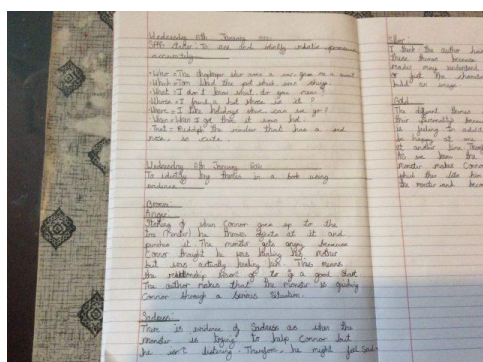
- Build the routine of pupils typing "Good morning Mr/Miss/Mrs...". You can then respond verbally. This sets a warm tone for the lesson.
- How is your day? Opportunities for discussion. Support wellbeing etc.

### 4. Opportunity to praise work

Show examples of great pupil work. If done at the beginning of the lesson, it's a nice celebration in front of their peers. If done at the end it can be used to model what good homework will look like.

For example

Well done, 6 Blue. Why do you think I like this piece of work? How has this child described the...etc.



## Do-now/starter

Setting simple written tasks to keep pupils occupied for the first few minutes is good practice. The main purpose is to allow you to take the register/ check that you don't have any strangers in your lesson.

### 5. Register

Keep a note of these children on the school's Google Sheet Document.

## 'Waking' pupils up

- This is particularly useful with lessons early in the morning. Stop your screen share and make sure they turn on their cameras.
- Start with quick, simple questions where they answer visually (e.g. holding up fingers to choose a multiple-choice option or drawing something and holding it up) to wake them up and add pace. A short exercise session to 'wake' the children/child.



## **Teaching content**

Generally, you want short, sharp bursts of content, then checks for understanding. It's far easier for pupils to switch off and they're far less accountable for it when they do.

### 6. Freeze screen-share

Sometimes you might check ahead to remind yourself what is on the next few slides. You can pause the shared screen on whatever it is currently showing.

- Look at the options bar at the top of the screen. It appears next to "share screen" once you've begun sharing.
- The pupils will see a frozen screen, but you won't, so remember to turn this off when you want to move on.
- This is similar to lessons where visualisers are used. You'll forget from time to time that the pupils aren't seeing what you're seeing, so it's a good idea to train pupils to leave a quick message in the chat box if they think this is happening - such as "screen frozen".
- You can then "resume share" by clicking in the same place you did to pause it.

## **Checking for understanding**

This is one of the areas that can differ most from the classroom setting, where some traditional checks become cumbersome while new methods arise. The trick, as in lessons, is to know when to deploy which check for maximum effectiveness.

### 7. "Can you repeat the instructions back to me?" and "ghost" pupils

- Another strategy that we use in the classroom, but that is easy to forget during distance learning. Pick a pupil and see if they can repeat the task back to you.
- It also has utility when you think you have a "ghost" pupil, who was on camera at the beginning but has then slunk into the background, doing nothing. 'Cold call' them early on and then you can follow it up later. It makes it look like you've figured them out, rather than having the awkward silence when you pose a normal question and get nothing in response.
- Equally, you can look over the chat box to see which pupils aren't participating, so are likely ghosting, to find this out more discreetly. Make and note and follow it up afterwards. You can also save your chat script, and after the lesson use ctrl + F to see which pupils had low participation.

## **Written tasks**

We usually have shorter written tasks throughout the lesson, ending with an extended task at the end.

### 8. Hands up when finished



- When finishing an activity, tell pupils to use the “hands up” reaction so you have an idea of how many of them are done. It’s better than, say, writing “done” in the chat box, which can be difficult to keep track of.
- This also allows you to praise the fastest as hands up are ordered by speed.
- You can get the speediest to type up one of their best answers in order for additional praise, to give feedback, or to provide models of good work to share with the class. You can also set challenges for those particular pupils on the fly.

#### 9. “Live” marking

During an extended writing task, you can simulate the experience of looking over a pupil’s work and giving feedback. Pick pupils, perhaps those who haven’t been participating much or those who have finished suspiciously early, and get them to write up their current answer into the chat box. This keeps them accountable and can also give you an insight into misconceptions that aren’t self-reported. It’s also another chance to spot ghost pupils.

#### End of lesson

Set them up for success with their homework, and sign-off with the correct tone.

#### 10. Talk through the other learning activities.

- Have screenshots of the children’s other learning on a slide at the end of your PowerPoint/document/flip etc. You can talk through what they need to do and answer questions. It’s also far easier to manage on a slide, rather than swapping between Word, flip and PowerPoint and then re-sharing the screen.

#### 11. Sign-off, questions, and feedback

- Encourage pupils to leave a “Thank you” message in the chat box at the end of the lesson. They then leave after sending it, and it can seem less abrupt than instantly shutting down the lesson for all.
- You can also get pupils to turn on their cameras and give you/everyone a wave of goodbye. This helps sustain the positive team atmosphere and class/form identity.
- You could allow time for pupils to ask questions if they have them. Other pupils can leave, and you can respond to them in a smaller group.
- Equally, if there were some great answers in the chat section that you didn’t have time to feedback on, give those pupils the options to stay behind for verbal feedback.

#### 12. Leveraging maximum participation

As time goes on, participation and submission rates will drop. The motivated pupils do all of the work regardless, plus extensions. However, the less motivated are more likely to feel intimidated or put off by the huge amount of compulsory work, and so not start. They were more likely to do some work if the minimum standard was lowered. It’s counter-intuitive but can be useful if your number of submissions is dipping.



## Praise

Praise and encouragement are absolutely vital to ensuring pupils feel motivated and keep logging in day after day.

## Feedback Friday

We have 'Feedback Friday' every week to celebrate the week and provide in depth feedback to children. This is also a chance for fun with the class to maintain relationships between teachers and pupils.

### 13. Easy time fillers

Here are some fun games to complete with the children to support wellbeing:

1. Would you rather?
2. Countdown square (see below)
3. Countdown numbers
4. 20 Questions (this will need modelling with you picking the first answer, and sending the further answers to pupils ahead of time so they don't pick something silly)
5. Riddles (can be readily Googled and copied and pasted onto a slide)
6. Higher or lower (with pupils all putting thumbs up or down in response)
7. Vocabulary games

## Tyranny

A **tyrant** (noun), or someone who is **tyrannical** (adj.) is a ruler who is cruel to the people they rule over. They use their power for themselves because they think they are superior. Instead of looking after their subjects as they should, they see them as **inferior**.

Correct examples:

1. The **tyrant** built a giant statue of himself, so everyone would know how great he was.
2. When her servant took too long to bring her a drink, the **tyrannical** queen had him whipped and executed.

Incorrect examples:

1. The **tyrannical** king, seeing the suffering of her people, sent down extra food from the castle.
2. Queen Elizabeth II is a **tyrant**, because she chooses not to rule the country herself, and wants the people to vote for their own leaders.

Do these sentences show tyranny?

1. In Greek Myths, we learned about King Agamemnon who demanded that Achilles give up the woman he loved to him. Is Agamemnon a tyrant? Why?
2. Julius Caesar, when he returned from war, gave out lots of money and treasure to his people. Is this a tyrannical thing to do? Why?
3. CHALLENGE: Can you think of any other characters you have learned about in English that we could call **tyrants**?





# Riddles!

1. How many months of the year have 28 days?
2. What has hands and a face, but can't hold anything or smile?
3. It belongs to you, but your friends use it more than you do?



How many words can you make from the 9 letters below?

<b>A</b>	<b>W</b>	<b>E</b>
<b>S</b>	<b>G</b>	<b>I</b>
<b>N</b>	<b>N</b>	<b>R</b>