



Policy for Home Learning with Technology

Hampton Dene Primary School

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1 Policy & Rationale

1a Why use technology for home learning?

In so many areas of learning technology has the potential to extend possibilities, motivate children and to extend the audience. These are no less true for home learning when learning is possible in the normal way, at other times (COVID-19) technology may well become the main vehicle for learning. This is particularly the case when children, either as a group or as individuals cannot be present in school.

1b Responsibilities, reviewing the vision and policy

- This policy is reviewed every two years or more often if significant changes in technology or circumstance arise.
- This policy, and all revisions, is ratified by the governing body.
- This policy is formulated and monitored by the computing coordinator. The computing coordinator also leads on the two yearly review of the policy.
- The policy is based around what we consider to be the best technical solutions at the time of writing

2 Education & Resources

- We use technology in a profitable way. We are clear that technology at home is not just a replacement for activities that might take place in school in more traditional ways: teachers plan for appropriate and value added activities drawing on what tech is good at.
- Appropriate training and support in home learning and tech is provided for staff.
- Timescales are usually longer for home based tasks and teachers' expectations are adjusted accordingly.
- "Marking" takes on a new meaning and different forms with digital. Marking standards and expectations are set with this in mind.
- Not all home learning is screen based in order to achieve a healthy balance.
- Support is provided for parents, where appropriate to help them understand how they can best support their children and how to adjust their own expectations.

2a Seesaw

Our main **content management / workflow system** throughout the school is Seesaw.

- Seesaw is used routinely **in the classroom during the school** day when children are using technology to:
 - Provide a means by which children can build up their own portfolio of work created on tablets, or more traditionally, photographed and then uploaded.
 - Share this work with other children and with the teacher thereby increasing the audience and purpose for/of their work.
 - Allow their work to be peer assessed via likes and comments from other children, with teacher approval needed before comments are published.
 - Provide a practical vehicle for many aspects of online safety and digital literacy / responsibility.
 - Enable teachers to get digital worksheets / resources / activities easily to children.
 - Allow children to explain their thinking (drawing tool)
 - Provide audio support / feedback / dialogue for children with additional needs.
 - Share children's work with their parents.
 - Provide a vehicle for communication with parents.
 - Share best work with the whole world via our class blog.
 - Communicate with children in other schools on specific projects.
- In addition to all of that, **as a home learning tool** we use Seesaw to:
 - Provide an essential communication tool.
 - Allow teachers to create (or adapt others') "activities" for children to complete and return in an efficient manner
 - Provide a versatile "homework" tool allowing meaningful tasks to be carried out at home.
 - "Flip" the classroom by allowing preparation for learning to be undertaken first at home (eg background ready, responding, gathering photographs, internet resources, responses from family members) and sending them digitally into school.
 - Allow children a communication tool between each other within the class. OR
 - Allow each child to interact, exchanging work and comments, only with the teacher

2b Content

Content is drawn from the content providers we use normally in school. These are:

- Twinkl
- Discovery
- White Rose Maths

Additionally teachers create content in Seesaw and use readymade "activities" from the resource bank.

3 Involving parents

- In line with the terms and conditions of online platforms we obtain parental consent for all online tools we use in school.
- We do this once a year / as children enter the school by obtaining blanket consent and then maintain a list of online platforms used in school on our website.
- We ask parents to take an active role in the oversight of their children's learning at home.
- We use Seesaw to maintain online conversations with parents.
- We initiate conversations with parents on the subject of access to technology at home to try to ensure equity of provision (see below).

4 Online safety & safeguarding

- All online activity is undertaken in school within the parameters of our online safety policy
- Similarly Safeguarding is an important consideration in all we do, this extends to home learning.
- Teachers use only official school email accounts and are encouraged only to use school equipment.
- We recognise that home learning may bring with it extra opportunities to be vigilant about safeguarding. For example, video conferencing can provide an insight into home situations. Safeguarding concerns are reported according to our policy.
- Children are encouraged to report any concerns they may have to a member of staff.
- Teachers regularly discuss with children the importance of keeping passwords secure and secret, we recognise that this is especially important beyond the protection of the classroom.
- Children are reminded about taking breaks from screens and the dangers of overuse.
- Equally, teachers are encouraged to set their own parameters around when they are available online. It is made clear to parents that they will not always be so.
- Children are reminded about camera, microphone and device security and about privacy controls on devices.
 - [NCSC Guidance on security of cameras](#)
 - [NCSC Securing devices](#)
- Teachers remind children of the rules that apply when taking part in a video call and about etiquette. These are revised at the start of every session:
 - Children must be appropriately dressed and in an appropriate room
 - Everyone needs to wait their turn to speak (perhaps put hands up, teachers should consider muting pupil's devices)
 - Consider what is in the background
 - Be aware of open mics and cameras
 - "classroom standard" behaviour is expected

- All use of technology affords opportunities for online safety discussions; this is no less true of technology at home.
- Unsupervised one to one tuition is not permitted in order to protect both the child and the adult.
- Acceptable use policy guidelines (see our Online Safety Policy) apply equally with remote learning

5 User accounts and personal data

- We use Seesaw at home via Seesaw's "home learning codes" in this way children need only a numeric or QR code to sign in and can see only their own work.
- We use a parent's email addresses for this purpose
- Teachers manage permissions within Seesaw as they feel is most appropriate for the children in their class, especially taking into account age appropriateness. These decisions especially relate to:
 - Whether or not children can see each other's work
 - Comments and likes
 - The extent to which work comments is moderated by the teacher before it is accepted.
- Please see also the comments relating to recorded data in the Online Safety section above.

6 Parity of provision

- We are clear that inequality of home provision of technology is not used as a reason for the majority not to use it.
- Where possible, alternative means of completing tasks are made available to children so that tech is not essential.
- When children are coming to school, appropriately supervised lunchtime / after school clubs are available for children to complete home tasks using tech.
- Teachers engage parents in conversations about what is possible with tech at home.
- We have a named point of contact (Miss K Price – Computing Coordinator) in school for children / parents to approach over technical provision at home.

