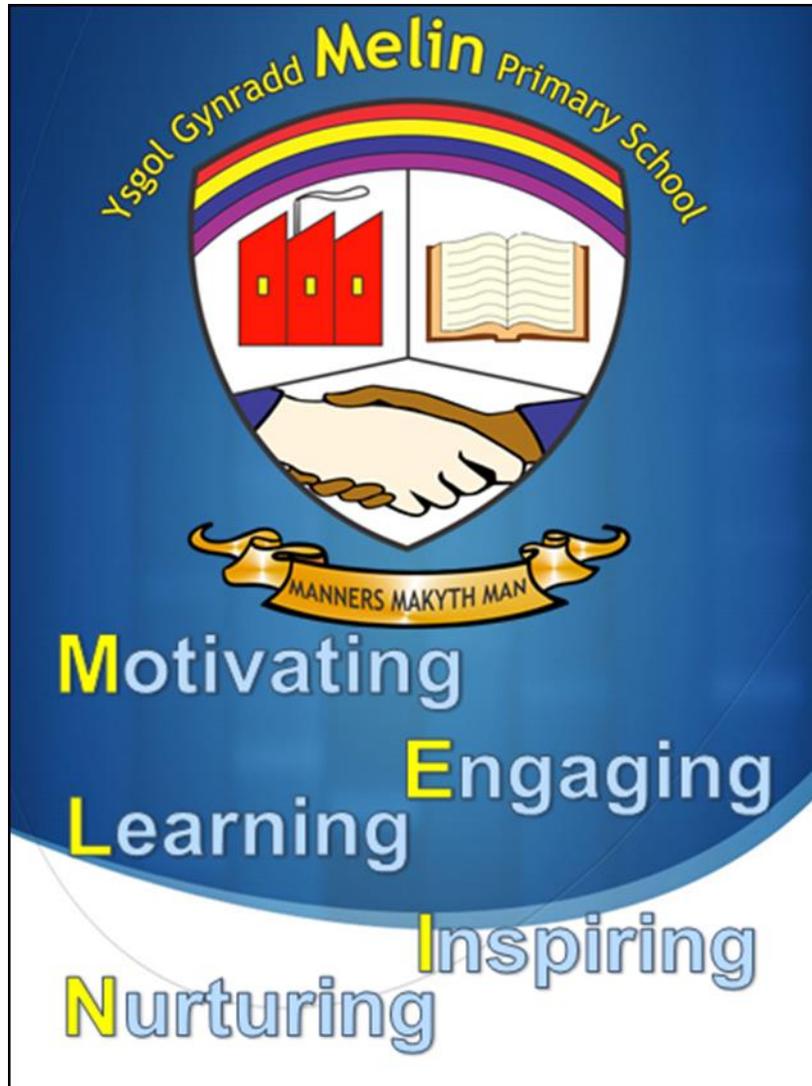


Melin Primary School

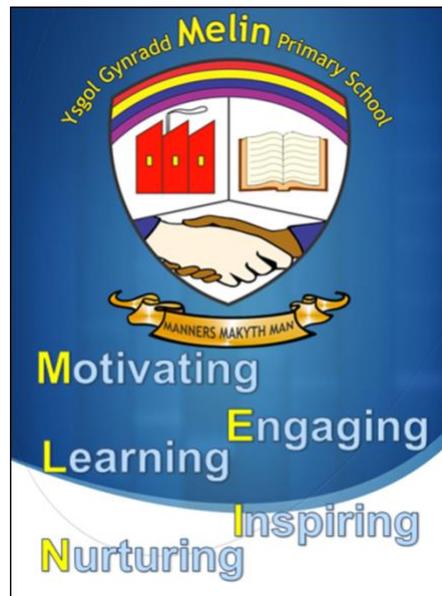


Video Conferencing/Live Streaming Policy

Date Approved: _____

Signed off by: _____

To be reviewed: _____



Beliefs and Values

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

Aims

Melin Primary School aims to provide pupils with the best learning opportunities, whatever the challenges that we are faced with. There are times when pupils, if engaging in distance learning, need to have guidance, advice and to be, in essence, 'taught' in a visual way.

The use of video-conferencing and live-streaming has grown exponentially over the past few years and for many, has become part of daily communication both socially and for business. It is therefore unsurprising that many schools wish to make full use of this technology to deliver lessons or hold sessions with small groups or individual learners.

In a time where it has never been more important to adapt and use innovative ways to learn, Wales is now well placed to deliver a world-class digital learning programme having invested heavily in digital learning since 2012. Safeguarding is an integral

principal of digital learning. The safety and welfare of learners is paramount and takes precedence over all other considerations.

What is video-conferencing?

Video-conferencing is a synchronous approach involving multiple parties with the option for each participant to turn on cameras and audio. It requires all participants to take part at the same time.

Possible uses

- Facilitate staff meetings.
- Where a physical meeting cannot be held such as conducting a well-being catch-up session or holding a SEN/ALN appointment.
- Deliver small group pastoral or teaching sessions.
- Deliver class lessons.
- Link two sites of synchronous learning, for example, two classrooms on different sites.

Intended benefits

- Gives participants an opportunity for face-to-face contact in real time.
- Facilitates interactions.
- Positive impacts on learner engagement and well-being.
- Useful for keeping in contact with learners.
- Feedback to learners is instant and interactive.
- Useful in areas where access to particular courses or subjects is limited for geographical reasons.
- Enables individualised support.
- Can be used to enable children and young people to keep in contact with their peer learners and engage in group learning, for example, discussions.

What is live-streaming?

Live-streaming events is an asynchronous approach involving a video flow from a broadcaster to viewers. Viewers cannot be seen or heard although there may be functionality to interact via typed messages. Live-streamed events can be watched live or can be accessed after it's been recorded.

Possible uses

- Deliver class lessons to learners.
- Deliver large-scale lectures or assemblies.
- Deliver webinars.

Benefits

- Live-streamed events offer flexibility as the lessons can be accessed at a time convenient to a learner and/or their family.
- It might be easier for parents/carers and learners to manage at home.

- Although there is no verbal or visual interaction available to the viewer, if watching live, participants may be able to ask questions using the text box allowing for some interaction.

The differences between lessons and sessions

This guidance refers to video-conferencing and live-streaming lessons and sessions. For the purpose of this guidance:

- a lesson refers to the delivery of a classroom lesson – whether this is through video-conferencing or through a live-streamed event
- a session refers to instances outside of a typical lesson where there may be only one learner present such as a well-being catch-up session with a learner or a special educational need (SEN)/additional learning need (ALN) appointment.

Key Considerations and safe practice

Initial considerations

To decide whether to use video-conferencing or a live-streaming event, teachers and teaching assistants must consider:

- a. the purpose, benefits, limitations and appropriateness of a video-conferencing lesson or live-streaming lesson/session
- b. the appropriateness for all learners based on their individual circumstances
- c. the availability of learners, e.g. whether all learners are available? Will some need to join or leave at different times?
- d. the number of learners on a lesson or session
- e. the length and time of lessons and sessions, ensuring they are both appropriate for the learners in question
- f. the connectivity and devices available to learners and staff members.

Preparations

If it is determined that a video-conferencing or live-streaming lesson/session is suitable and appropriate for the teacher/teaching assistant and pupils, the following should be undertaken as part of any preparations.

- a. Seek authorisation from the school senior leadership team via email before video-conferencing or live-streaming lessons/sessions and let them know the planned timetable of all lessons/sessions.
- b. If you choose to use video-conferencing, ensure the lesson is planned in advance and sufficient notice (at least two days) should be given to pupils and parents and carers as required.
- c. Ensure appropriate use agreements are signed and in place for all pupils involved in video-conferencing and live-streaming lessons/sessions and that these agreements are clearly communicated to pupils and shared with parents and carers. The agreement will set out clear expectations from all parties and identify actions that will be taken if the agreement is broken. Please refer to the agreement for use with online classes/groups (Appendix 2).
- d. Maintain a central record of all online events alongside list of attendees.
- e. Ensure all learners have access to software applications (such as Microsoft

Teams) required, this can be facilitated through the Hwb platform.

f. Check all content is appropriate and for any tasks requiring online research, check the suitability of the websites prior to the lesson.

g. Be mindful that if the lesson includes tasks, some learners may require more time than others.

h. Familiarise yourself with functions of Microsoft Teams and how to use the chosen tool effectively (more information is available in the Hwb Support Centre on Microsoft Teams).

Location, camera and audio settings

It is essential to carefully consider location, audio and camera settings to maintain a professional and responsible disposition at all times. This is particularly important when teachers/teaching assistants or pupils are at home. Practitioners must undertake the following considerations.

Location

If a member of staff is leading or a learner is joining a video-conferencing call or live-streaming call from home or outside the school setting they should:

a. choose a neutral location that is appropriate and safe, e.g. a living room, a study or a kitchen

b. encourage learners to work from a suitable communal home location where they feel comfortable, preferably accompanied by their parent/carer

c. reduce the possibility of the lesson being interrupted by other household members or pets.

Camera settings

a. Carefully consider what is in view of the camera, i.e. check that the background is professional and does not contain images or information that should not be shared or that could be deemed inappropriate.

b. It may be helpful to ask a 'critical friend' to check what is in view of the camera.

c. Where possible, it is recommended that teachers/teaching assistants and pupils change their background as standard practice.

d. Be mindful that not all pupils will want to switch their camera on – you should make turning the camera on optional.

Audio

The use of a headset with microphone (like those available with many mobile phones) is recommended for audio clarity.

Professional conduct

Any video-conferencing or live-streaming should be done on a voluntary basis.

Teachers and teaching assistants choosing to live-stream should continue to work in the same professional manner as they would in the classroom. Members of staff should undertake the following.

a. Adhere to professional standards of dress when in front of the camera.

b. Be conscious that in an online environment remarks are being heard by a number of learners and could be easily misconstrued.

c. End the session for all participants, ensuring learners are not left alone and unsupervised in a lesson/session the practitioner has left.

d. Be mindful of the need for confidentiality; especially if live-streaming a lesson from a venue where other adults or children are present.

Numbers of practitioners required

When a teacher/teaching assistant is teaching from home

The home environment is potentially less controlled than a classroom one and despite best efforts and interruption such as a barking dog or a doorbell, might be unavoidable. Therefore, when a teacher/teaching assistant is video-conferencing or live-streaming from home or outside of a school/setting there must be at least two members of staff online and present at all times in the session/lesson. In these instances, practitioners or staff should never undertake a video-conferencing lesson where only one practitioner and one learner is present. Please ensure that the additional member of staff is in the meeting and is aware that their attendance is required in advance.

When the practitioner is teaching from a school/setting

When a teacher/teaching assistant is video-conferencing or live-streaming from a classroom setting, it is preferable to have two members of staff online. However, if it is not practical to have a second staff member present at the lesson/session, the teacher/teaching assistant should record the lesson/session to safeguard both learners and staff or consider using live-streaming only, rather than video-conferencing.

If the lesson/session is being recorded the teacher/teaching assistant must make all learners aware at the outset of the recording. Any recording should be in line with the school/setting's and local authority's policy. Please refer to the section on 'Recording video-conferencing and live-streaming sessions' below.

As per teaching from home, staff should never undertake a video-conferencing lesson where only one staff member and one learner is present.

Video-conferencing sessions with a learner

a. There may be instances which require a session involving one learner, such as a catch-up session, a well-being chat, an assessment, supervision or therapy session, in these instances you should have two members of staff present at all times during the session. Please liaise with SMT as early as possible so additional staff can be allocated to support.

b. There may be exceptional circumstances (such as counselling sessions, appointment with an Education Psychologist or SENCo/ALNCo) where the nature of the conversation requires a confidential one-to-one session with a teacher, teaching assistant or other professional within the school setting, as would be normally conducted in a school/setting.

Each individual session must be considered and agreed by the headteacher and the Designated Safeguarding Person.

Consent must also be granted and recorded from the learner's parents/carers. Written acknowledgement of the session should be placed on file in accordance with local data storage arrangements.

Recording video-conferencing and live-streaming lessons and sessions

There is a recording function available in Microsoft Teams whereby the teacher/teaching assistant can record the lesson/session.

The school will record all video-conferencing and live-streaming lessons/sessions to safeguard staff, pupils and to enable pupils to refer back to sessions. The recordings will be retained for the duration of that academic year and then deleted.

As a video-conferencing or live-stream recording constitutes personal data, you must comply with your school or setting's data protection policies and GDPR regulations. If you intend on recording a lesson to share with pupils at a later date, this should be done as a live-streaming event asynchronous activity without pupils being present in the recording.

Please note: any recordings will not be used for any teacher-evaluation purpose.

Pupil behaviour and etiquette

Setting out acceptable behaviours and expectations from the outset is essential for ensuring an effective and orderly lesson or session.

Teachers and teaching assistants should undertake the following.

- a. Make parents/carers aware of the expected behaviours and requirements including location to join the lesson/session and appropriate dress.
- b. Clearly communicate that 'classroom standard' of behaviour is expected from all participants.
- c. Create and agree clear ground rules to reflect the standard of behaviour expected based on their existing school or setting behaviour management policy.
- d. Explain the rules at the introduction of the lesson/session, e.g. who can speak, how to ask a question or ask for help.
- e. If this is the first time that lessons/sessions are delivered online, it may take some time to become familiar with the new environment. Using the chat function will allow the structured engagement with attendees.
- f. Continue to remind learners about agreed rules at the start of each lesson/session (Appendix 2) and outline how they can raise concerns if required.

External organisations

There may be occasions where we wish to video-conference or live-stream with external organisations. For instance, to deliver a music lesson with a musician/group of musicians.

These lessons/sessions should be dealt with using the same safeguarding protocols as any other video-conferencing or live-streaming lesson or session as set out in this policy, and with the additional points also recommended.

- a. The practitioner should set up and control the session, inviting the external organisation as a guest participant.
- b. The practitioner should clearly establish expectations and communicate the expectations set out in this guidance to the external provider.

- c. The practitioner should ensure they end the lesson/session for all when the lesson/session is over.
- d. The number of staff required should be the same as with any other video-conferencing or live-streamed lesson/session, which is set out above in section 'Numbers of practitioners required'.
- e. Other professionals involved in providing online sessions with learners and/or their families will have been provided with clear guidance from their professional associations and/or employers and should follow these in conjunction with this guidance.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Foundation Phase and National Curriculum. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity. More able and talented pupils will have work differentiated appropriately within the subject areas.

Monitoring, Evaluation and Review

This policy will be reviewed Autumn Term 2023 or changes to statutory Curriculum orders/guidance, whichever is sooner.

T. Richards

September 2020



Agreement between pupils, parents and teaching staff

The following is an agreement between teaching staff, pupils and parents when using video-conferencing and/or live-streaming. As a school, we would mostly use live-streaming. However, we have included both video-conferencing and live-streaming information and expectations, should both be required.

What is video-conferencing?

Video-conferencing is a synchronous approach involving multiple parties with the option for each participant to turn on cameras and audio. It requires all participants to take part at the same time.

What is live-streaming?

Live-streaming events is an asynchronous approach involving a video flow from a broadcaster to viewers. Viewers cannot be seen or heard although there may be functionality to interact via typed messages. Live-streamed events can be watched live or can be accessed after it's been recorded.

Teaching staff agree that they will:

- provide live-streamed sessions for pupils, where appropriate, to show key skills, concepts or share information.
- discuss roles and responsibilities with pupils at the outset of all lessons/sessions.
- notify the school senior management team, pupils and parents/carers of any scheduled lessons/sessions, cancelled lessons/sessions or changes in arrangements.
- ensure that they keep themselves up-to-date with all relevant policies and procedures, including online safety, safeguarding and data protection policies
- ensure that recordings of sessions are not made public.
- prevent a one-to-one situation at the end of an online class by disconnecting all participants at the close of the lesson/session.

Pupils and parents agree that they will:

- be on-time for all video-conferencing lessons/sessions.
- know where the relevant files for each lesson/session are and have looked at them in advance and have the materials to hand during the lessons/sessions.
- make sure they have all power adaptors and laptops ready before the lesson/session begins and are logged into the lesson/session.

- choose an appropriate place to work where other family members will not be walking past or interrupting. They should explain to the family that their lesson is starting.
- take part in the sessions in an appropriate room in their house
- minimize interruptions. Turn off music, television, telephone, games console in the background. They should not affect the lesson experience for other pupils.
- show respect for everyone in the online classroom
- dress appropriately for all lessons/sessions, thinking about respect for others
- ensure the location they log in from is appropriate and change their 'background' setting as agreed with the teacher.
- seek to contribute to the lesson/session in a positive manner and not be disruptive at any time.
- not record, capture or share images of the session or lesson.
- parents can listen to lessons, support their child but they should not ask questions nor speak on behalf of their child.

Signed: _____ (Headteacher) Date: _____

Signed: _____ (Teacher) Date: _____

Signed: _____ (Pupil) Date: _____

Signed: _____ (Parent) Date: _____