St. Joseph's Secondary School

Newfoundwell, Drogheda, Co. Louth

Interim Acceptable User Policy

on the use of technology for remote e-learning

Staff	1st May, 2020	Consulted
Parents' Council	1st May, 2020	Consulted
Board Of Management	7th May, 2020	Ratified

School Details:	St. Joseph's Secondary School is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.
School Management:	The Board of Management of St. Joseph's Secondary School is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement

St. Joseph's Secondary school recognises that each pupil who enrols in our school is unique and has different gifts as well as different needs. It is our wish that our pupils will leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives satisfying to themselves and which may contribute to the betterment of society.

We recognise that a pupil's development is closely linked to a good self-image and so we strive to present the school's total curriculum in such a manner as to allow all to realise their full potential.

We see ourselves as working in partnership with parents to develop the gifts and to meet the needs of all. We regard our school as an educational establishment with a Christian community characterised by care and justice.

Through the implementation of this policy we strive to enact the stated mission and vision of St. Joseph's Secondary School. We value all in the school community and endeavour to develop each member of the school community.

Rationale for policy

The purpose of this policy is to provide guidelines and information to students, their parents, and staff, surrounding the use of technology when learning remotely i.e. from a place other than school and where it is not possible for the teacher to deliver the class within the same location, as would be the case, if the class was taking place in a classroom setting.

While this policy informs best practice for remote learning and the use of online technologies during normal school term, it is devised in response to the Covid-19 emergency and is intended to provide guidance for the conduct of remote teaching and learning during an extended unforeseen school closure.

School Policies Informed by AUP

This policy does not set out to replace our Internet Acceptable Usage Policy for staff and students, but rather intends to be an important addition to the area of learning from a

digital platform.

The policy presented here should be read also in tandem with our school's other policies as follows:

- Code of Behaviour
- Child Safeguarding Policy
- Anti-Bullying Policy
- Admissions Policy
- SPHE Policy
- RSE Policy
- Internet Acceptable Usage Policy for students and staff
- Dignity in the Workplace Policy
- Mobile Phone Policy
- Critical Incident Policy
- Wellbeing Policy

Purpose and Context of this Policy

St. Joseph's Secondary School is a school under the patronage of Edmund Rice Schools Trust (ERST). As an ERST school, we take instruction from the Department of Education and Science and it is of paramount importance that we have policies to ensure that procedures are in place that fulfil our statutory obligation. The primary obligations that all schools have are to the welfare of the learners in their school. This policy, therefore, seeks to ensure that remote learning is safe for all student learners under Child Protection Policy and that their data is also protected under GDPR legislation. Schools must ensure that learning may be able to take place in an environment that is respectful and fair and meets its statutory duties.

This Policy is prepared, therefore, in accordance with the provisions of the Department of Education and relevant sections of:

(a) The Education Act (1998)

(b) Education (Welfare) Act (2000)

(c) Equal Status Act (2000)

(d) Education for Persons with Special Educational Needs Act (2004)

(e) Disability Act (2005)

(f) Children First 2017

(g) GDPR grounded on The Data Protection Acts 1988, 2003 and 2018 and the E-Privacy Regulations S.I336 of 2011

(h) Department of Education: Child Protection Procedures for Primary and Post- Primary schools

(i) NEWB Guidelines for Developing a Code of Behaviour (2008).

Context Teaching and Learning is always evolving, especially, as we move deeper into the 21st century. Developments in IT provide us all with great opportunities as learners and teachers. Never before has there been greater scope to learn using technology and it continues to change the learning relationship between teachers and students. Advances in technology mean that assignments can be delivered remotely and that greater access to information on the internet affords the opportunities for real learning to take place under the watchful and professional guidance of the teacher. However, whether a child is being directed remotely or via a traditional classroom environment, it is very important that all partners are aware that once a learning exchange takes place between a student and teacher, whether at home or school, the same statutory rules apply i.e. the school's Code of Positive Behaviour and all of the school's policies.

This interim Policy has been developed during the Covid-19 Pandemic, when remote teaching and learning was imposed on the school community, without prior knowledge and preparation. St. Joseph's Secondary School endeavours to make it very clear to all of our partners that the values that are instilled in all of our policies remain, no matter how we change our teaching and learning methodologies or the location of that teaching and learning. This includes remote learning or when a student is being taught in an environment that is not within the school building and the teacher is working remotely and is not present with the student(s).

Guidelines on the appropriate use of Online Platforms for engaging in remote teaching and learning

All members of the St. Joseph's school community use GSuite (Gmail, Google Classroom & Google Meets). All students have been given account details. Due care and consideration has been given towards ensuring minimal risk of a data protection breach in the creation of said accounts. Each student email is comprised of the initial of their first name followed by their surname and their year of enrolment e.g. jbloggs18@droghedacbs.ie If problems arise with GSuite they should contact cbsoff2015@gmail.com.

The primary online platform our school is currently using is Google Classroom and Google Meets.

1. Teachers when working remotely will on most occasions try to communicate online during normal working hours and will endeavour not to communicate with students outside of these hours. However, everyone's circumstance is different, and we will try to be as accommodating to all members of our school community as we can, especially in uncertain times. Parents and students need to be aware that teachers may have to send material/ assignments outside of regular school opening hours.

This does not mean there is an expectation on the student to begin work at the time it is received. Likewise, there is never an expectation on the teacher to have to correct or comment on work sent on Google Classroom outside of normal school hours. Whilst it might suit teachers or students to communicate outside of normal working hours, it is essential that everyone agrees that responses or actions outside of normal working hours are not required. We would urge all members of the school community to turn off notifications outside of their learning/working hours.

2. Provision for Additional Educational Needs (AEN) students will be made when using Remote Learning methodologies. This work is carried out through the care team meetings daily. Where appropriate, SNAs will be added to Google Classrooms to support students online or over the phone. Students can return work by post to the Principal who will subsequently distribute this work to the specific teachers for marking.

3. AEN support will include those students who do not have access to IT or sufficient data/Wi-Fi. These students are accommodated with IT support using the Covid-19 DES allocated grant. In the interim these students are supported by having classwork printed and posted out to the home. Additional Resource/Small group Google classes are also created by the AEN teachers and students are supported through a blend of Google Classroom and Google Meets interaction.

4. No matter what time a student is on Google Classroom or Google Meets i.e. whether the teacher is online giving a tutorial or not - the moment a student logs onto these forums, they must abide by the school's Code of Behaviour and the rules will be implemented if and when necessary according to this Code. Reporting structures for teachers remain the same as per Code of Behaviour.

5. Students cannot choose to leave a Google Classroom once a teacher has created one. Students should notify the teacher/ask permission to leave should it be necessary to do so.

6. The material created by the teacher on Google Classroom is the property of the teacher and students do not have permission to share to others outside of the Google Classroom unless given permission to do so. Recordings should not be made of any online tutorial unless with explicit written permission (via google classroom/ email) from the teacher. In this instance, it is of utmost importance that any such recordings are not shared.

7. Teachers may choose to conduct live classes through Google Meets. They may also use online educational platforms recommended by the PDST, for example Kahoot or Quizlet. We would like to avoid the scenario of students being compelled to disable their webcams and/or muting their audio. In order to avoid this scenario, we are using a high trust model. Teachers will trust students to behave appropriately online, as they would in their real classroom. Teachers & students' clothing must be appropriate. Teachers and students should also be cognisant of the setting in which they conduct their live classes and be mindful of any personal belongings which may

be visible on camera. Students will not record the class unless with the prior written permission (via Google Classroom/email) of the teacher conducting the live online class. If a recording is made with the permission of the teacher, it cannot be shared with anyone outside of the class. When using Google Meets or any other online interaction, students must at all times, use their own names and appropriate account pictures. If they do not adhere to this, they will be asked to take these down. If they do not follow instructions, or persist in continuing with this behaviour, they will be removed from the group or class, parents will be informed and sanctions applied as per the Code of Behaviour.

8. Teachers should reference both guideline documents already issued in relation to online teaching and learning and the use of Google Classroom and Google Meets. (see appendix i & ii)

9. Teachers are the owners/managers of the Classrooms/Meets they create. Most Google Classrooms/Meets will be whole class groups, but this may vary. When students are invited onto and put into a Classroom/Meet it is exactly the same as being in the physical classroom and being with a class group. They have a teacher and the same Code of Behaviour school rules apply.

10. A teacher will only correspond with a student who is signed up to the correct platform, unless alternatives have been agreed in advance with both parties and with the Senior Management team.

11. A teacher will only correspond and engage with a student who is using and is logged into their St. Joseph's Google account.

12. For reasons of Child Protection and GDPR, parents are requested not to participate in online classes. However, if they have a query or suggestion, they are welcome to email the office at cbsoff2015@gmail.com or call on 041 9837232 and the message will be forwarded to the relevant teacher, who will contact the parent at their earliest convenience.

13. When teachers are contacting individual students on their school email, they should do so directly through the Google Classroom platform as opposed to the 'Gmail Compose' in order to minimise the risk of sending the message or email to an incorrect recipient.

14. Parents and students receive support where necessary with IT issues or setting up of accounts by contacting the school via email or telephone. This message has/is reiterated in all communication with parents since 12th March 2020.

15. If a student is unwell or unable to attend for class via Google Classroom/Google Meets, parents should contact the office on cbsoff2015@gmail.com or call on 041 9837232.

16. In their communication with students, teachers should use a professional, considerate tone, being mindful of the fact there may be issues in the household regarding access to IT or possible Covid-19 related illnesses or concerns.

17. Teachers keep their own records in relation to online engagement/non engagement. These records are to be forwarded to the Year Head weekly. They are then processed and acted upon through the care team structure.

18. Social media sites e.g. Facebook, Snapchat, Instagram, WhatsApp etc, to communicate with students is never permissible and teachers have been advised accordingly. The school website may be used by teachers to make announcements or to demonstrate examples of good work to parents and the wider school community. All student names on student work should be redacted.

19. Any behaviour or language deemed inappropriate during school applies online and after established school times. The consequences for such behaviour will be the same as if the student was in school as they are involved in prescribed school work, on a school created platform using a school log-in and which has been directed by school personnel.

20. Any language directed towards a fellow student or teacher that is aggressive/ threatening or offensive will be dealt with through the code of behaviour.

21. The criteria for mandated Child Protection reporting remains the same as if the child was being taught in school.

22. All provisions relating to the student's data remains the same under GDPR procedures and guidelines.

23. As per all matters pertaining to our school's Code of Behaviour, if a student acts in a fashion that is contrary to our Code's expectations, they may receive a sanction and/or Suspension/ recommendation to the Board of Management for Permanent Exclusion.

24. It is expected that all students and teachers will engage as best they can with all efforts at online teaching and learning so as not to be behind when normal school resumes.

We thank the school community for adhering to the above guidelines for everyone's safety and welfare.

Ratified by BoM of St. Joseph's Secondary School

Chairperson: _____   Date: _____
        Ms. Emma Coffey

St Joseph's Secondary School

Online Teaching and Learning Guidelines

- Start small and use an aspect of remote teaching that you are comfortable with.
- Remember to set your boundaries/classroom rules with the students. When they are on Google Classroom, they are in school.
- Give guidelines to students where you feel it necessary, around use of polite/professional language and appropriate times when communicating with you on Google Classroom.
- There is a 'teacher only' comments function in the settings to restrict students commenting/posting publicly which may also alleviate distraction to lessons.
- Should you feel anything said by a student is inappropriate or aggressive, please forward this to the relevant Year Head.
- Also, be mindful of your own wellbeing and if you are feeling overwhelmed with late emails or PMs, turn off the notifications on your phone/device at the end of the working day. A quick message to students on Google classroom often alleviates this issue.
- We advise all teachers to check all privacy settings on their own social media accounts and ensure that all accounts are set to private. If you are concerned about any unusual activity on said accounts, please forward it directly to the Senior Management team.
- Try as best you can to adhere to your timetable when delivering or uploading material to your Google Classes.
- Use the 'schedule send' option on Google Classroom or Gmail to upload messages or send emails to the students at the allocated class time for your subject on your

timetable. This will help keep a routine in place for students.

- When uploading classwork, try to model the usual content that you would generally deliver in your 40 minute or double class. Too much work being uploaded at one time may overwhelm some students and too little won't be challenging enough.
- Don't try to reinvent the wheel – use your class notes that you have already prepared and upload that material. Also, there is a wide range of material available online which can be used linked to your chosen topic for your class (please see attached spreadsheet for some ideas).
- Remember to differentiate, as you would do naturally in your classroom. Remember the 'few will be able to', 'some will be able to' and 'all will be able to' approach to your questioning, homework and assignments.
- Use Success Criteria to aid you in monitoring student work/homework. Give formative feedback to the whole class group based on your success criteria and get the students to self-assess for daily evaluation of their knowledge/understanding. You can turn on the comments perhaps for this, and ask students to give a thumbs up/thumbs down to communicate their understanding.
- When marking student assignments, do this whatever way you are comfortable with. It could be through screen shots of their copies being uploaded, asking more senior students to type their answers (if they have access to an appropriate device) or perhaps the use of apps like quizlet or kahoot for more immediate marking. Again though, start small and do what is manageable for you.
- Communicate with the students around deadlines and when you expect to be back to them with marked assignments. Again, your feedback can be formative, summative or both. Uploading a sample answer is often a good idea to help students evaluate their own learning.
- If parents attempt to contact you through their son's account, please forward this to the Senior Management team. The usual system of contact through the office email cbsoff2015@gmail.com is what we recommend.
- Keep the lines of communication open with students. It is this consistency that will alleviate worries or anxiety. Students are really grateful for all your efforts to date.

Common questions on the use of Google Classroom

As the weeks go on, there have been a number of 'light bulb moments' for us using Google Classroom in our online interactions with our students. We have all made great progress in making this step to online teaching and it has been a learning curve for everyone involved. From our conversations with you all over the past couple of weeks, there have been a few common questions coming up. So, we thought we would put together a few tips based on what has been asked. I hope they help!

- I think the first thing you must do is familiarise yourself with **how to organise the online platform.** You should try to post with purpose. The platform can get a little overwhelming if too much information is released in an unorganised way. Setting and really emphasising the **due dates and deadlines** will ensure student accountability. When uploading new files, organise them so that students can easily look and refer back to them.
- **Avoid using the 'stream' option as your only means of communicating with students.** Make full use of all options on the Google classroom platform.
  In classwork, click the "+" button and choose from either 'assignment', 'question', 'material', 'reuse post' or 'topic' as a means of organising your google classroom page and your updates.
- In your stream you can **'schedule send' specific times for your notifications to upload**. You really should schedule to send these notifications at the time you have the specific class on your timetable.
- I would encourage you to **number your assignments** in Google Classroom, so it is easy to instruct students to go to assignment number 2 now etc.
- **Try recording audios or videos and attaching them as files to your assignments or classwork.** Depending on students learning styles (audio or visual), they often appreciate the opportunity to hear your voice explaining the topic or assignment. This can also reduce the time it takes you to prepare your classes, as it is often a lot quicker to speak as you naturally would in your class, rather than typing your instructions/explanations! These recordings can be done in a number of different ways; through the use of 'screen castify' or even just using the microphone/camera feature on your laptop, phone or device.
- You can also **attach links to online videos or resources** that may be useful to support your lesson, assignment or classwork.
- There is a means of **differentiating your assignments/questions** to different groups of students as you naturally would in your class. You can do this by deselecting the 'all students' option on the right-hand side of your page, and then going in and selecting the relevant students.

- I like **the 'questions' option** which is now available in Google Classroom. It is a great way to get students to answer on a topic you have just taught. It is a good tool to use as an 'exit pass' at the end of the lesson.
- **Give feedback with clarity** to the students. When setting assignments, let the students know when to expect your feedback. This will ease anxiety around this.
- You can turn off student comments on your Google Classroom and there certainly is a place for this option. However, **it is good practice to turn on the comments and encourage engagement, feedback and questions regularly and where appropriate**.

Some teachers are keen to use a live platform in order to interact with their classes at times. We certainly encourage this type of interaction and there is a desire for it from students. We would ask that you use 'Google Meets' for this type of interaction. The reason for this is that we do not need to seek consent from parents as it is part of the GSuite system that we use in school. We have now enabled it in for your account. Please see the following tips that may help:

- To use Google Meets within your Google Classroom, simply go to the settings wheel in the top right side of your main page. Then scroll down to the 'General' section and you will see a google meets option. If you click on 'generate meet link', you will then create a link to an online interactive platform where you can teach some of your lessons. **You have the option to turn on or off 'visible to students'.** This is a good way of easily creating an online platform to teach interactively at the times that suit you.
- **When using Google Meets, make sure you are the first in the 'Meets platform' and last to leave**. It is similar to having students in your physical classroom before or after you!

Finally, the following are some tips that I found online which may also help:

1. **Use move to top to bring important older material back to students' attention.** This simple act bumps an assignment, announcement or question to the top of the class stream. Use this if students haven't turned an assignment in OR if you want to remind them of an upcoming deadline.
2. **Email everyone in a class in the "Students" tab.** Once you click the "Students" tab, click the checkbox above all of your students to highlight everyone. Click "Actions" and "Email." This is great for calling special attention to something you want to communicate to students OR for longer-form communication.
3. **Adding class comments:** Do this by adding a comment in your class stream on the "outside" of an assignment or announcement. This will make the comment visible to the entire class (important if it's an answer to a question anyone might have).

4. **Adding private comments:** Do this by viewing student results and clicking on an individual student. On the right, where you can see student submissions, the comment bar at the bottom adds a comment that only the student can see (important if it has sensitive grade or feedback information).
5. **Adding comments in a doc/slide/sheet/drawing:** Do this by clicking on the student's file that he/she submitted to you. Click the black speech bubble icon after highlighting something you'd like to comment on. This adds a very pointed comment on specific items in student work (important to be very exact in feedback).
6. **Use announcements to share "right now" links.** Announcements put content in your classroom stream without creating an assignment that students must turn in. Use them to give students important links, docs/files and videos they'll need right now. (If it's a resource they'll need often, add that resource to the "About" tab instead.)
7. **Use the keyboard instead of the mouse.** Keyboard commands beat moving and clicking the mouse every time. The best one in Google Classroom: When entering grades, type the grade for a particular student's assignment, then push the down key to get to the next student. Cycle through students with keystrokes instead of mouse clicks to save lots of time.
8. **Reuse posts.** Don't recreate assignments, announcements or questions that are similar to those you've already created. Click the "+" button in the bottom right and select "reuse post." Choose an assignment, announcement or question you've created before. You can modify and update it before you repost it.

St. Joseph's Secondary School

Newfoundwell, Drogheda, Co. Louth

I agree that I am responsible for returning this laptop on time in the same condition as when I borrowed it. I understand that:

1. If on inspection, it is determined that I damaged the laptop screen, hardware and/or casing, I will be charged repair or replacement costs.
2. If on inspection, it is determined that I did not return all cables or accessories, I will be charged replacement costs
3. If I tamper with the equipment, I will be charged to repair or replace the laptop and any cables or accessories and may also be subject to disciplinary action.
4. St. Joseph's Secondary School is not responsible for damage to data caused by viruses that may exist on the network or are spread through the network or from software malfunctions.
5. Students must have an up-to-date antivirus package running at all times if on the internet at home (to safeguard the laptop and its contents). Any damage to the laptop from a virus will result in student being charged repair or replacement costs.
6. Students must not use the laptop for accessing or downloading anything that contravenes the school's Code of Behaviour, GDPR and Child Protection Policy. The laptop is being given on loan for the purpose of accessing remote teaching and learning **only.**
7. St. Joseph's Secondary School is not responsible for damage to external drives or any other devices plugged into the laptop.
8. I cannot save files on the laptop's hard drive and must save my files by copying them to my Google Drive account.
9. I agree to abide by St. Joseph's Acceptable Usage Policy and Interim Acceptable User Policy on the use of technology for remote e-learning.

I understand that by borrowing this laptop, I am responsible for its return. I agree never to leave the laptop unattended or in someone else's care. If the laptop is stolen while on loan to me, I am responsible for the entire replacement cost of the equipment.

☐   **I agree to all above conditions**

Student Signature: **Date:**

Parent/guardian Signature: **Date:**

Device:_____ Serial Number: _____