



# **E-safety and appropriate online conduct**

## **Parent Information Session**

Thursday 1st October, 2020



## Contents

1. **Mr. Leahy**
2. **Ms. Gradden**
3. **Mr. Paul and Mr. Morgan**
4. **Ms. Gradden**
5. **Ms. Malla**

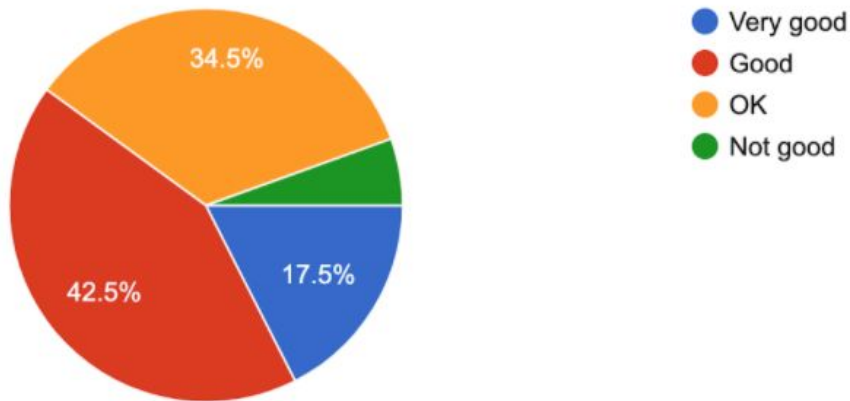


# Primary Continuous Learning Survey Feedback

September 2020

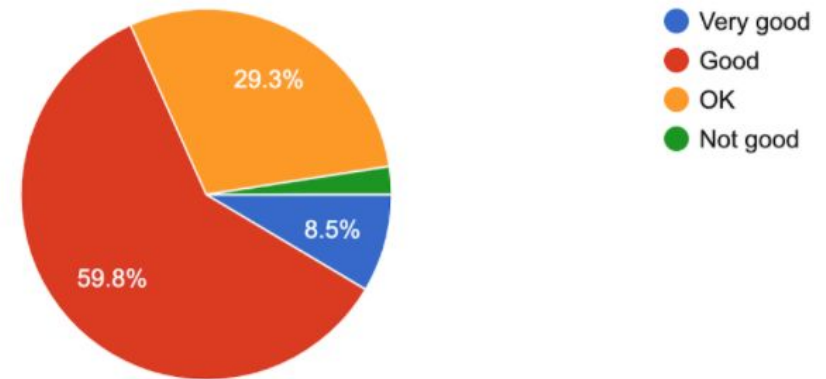
# Wellbeing and experience of continuous learning

How are you feeling about doing your school learning at home?



168 responses (70%)

How is your child feeling about doing their school learning at home?



82 responses (53%)

Student

# Wellbeing and experience of continuous learning

Positive experiences of continuous learning	
It is fun to do activities at home	I think it is good because the teachers give good feedback* and I know exactly what to do every morning
Even when we are doing this online, the teachers are trying to make us do our best	We can do it in our own time
I am missing my friends and teachers, but I am having fun learning from home as well. But it is not as effective as learning in the class, not virtually	The opportunities are fun and the responsibilities are challenging
I chose this answer because it is really fun and I think it is easier to learn this way	I get to be with mum and dad everyday

\*Quality of teacher feedback is reported very positively

Parent

# Wellbeing and experience of continuous learning

Positive experiences of continuous learning	
Most of the time, my daughter loves to study online	Creative content
My child is helped whenever needed and she can take her time doing the task.	Excited in the morning to do daily exercises and seems to enjoy doing most activities
He really enjoys his zoom session, and tries his best to complete all his activities	She is feeling confident, independent and capable
She gets to study, take a break and eat, again move here and there at home so she feels its good learning from home	He's getting used to it now!

Student

# Wellbeing and experience of continuous learning

<b>Not so positive experiences of continuous learning</b>	
It's easy to get distracted and I miss campus	I find it harder. I am having fun learning from home, but it is not as effective as learning in the class, not virtually
Because I can't see my class room and I want to learn at school	I gave this answer because when we are in school we can play and talk to friends
I feel like having my learning at school itself	It's hard for me to stay home and actually study hard

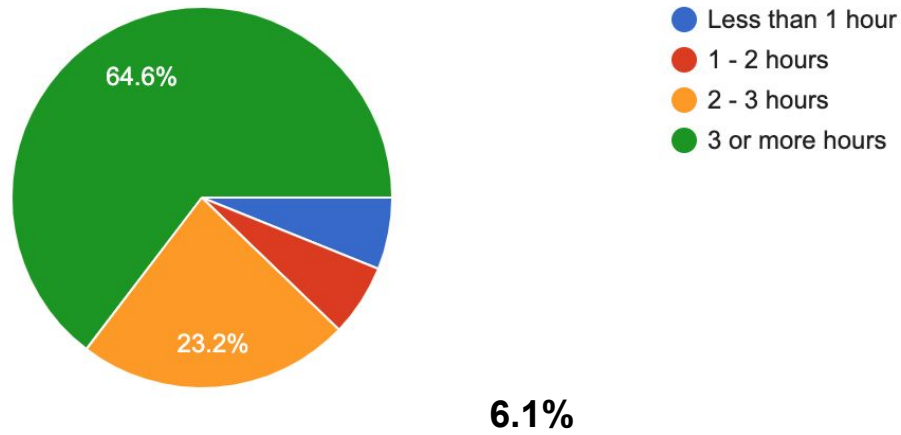
# Wellbeing and experience of continuous learning

<b>Not so positive experiences of continuous learning</b>	
Much use of gadgets are making them inactive and passive / Too much screen time	Not sure whether he is engaged at the level he should be
The overall development of the child is lacking as physical schooling is different	He misses his teachers, friends and the school
It is really really hard as we are joining a new school, in a new country (not even in that country yet) therefore working with different time zones and trying to connect with new people just in one hour zoom a day is very challenging	Quite tired at times

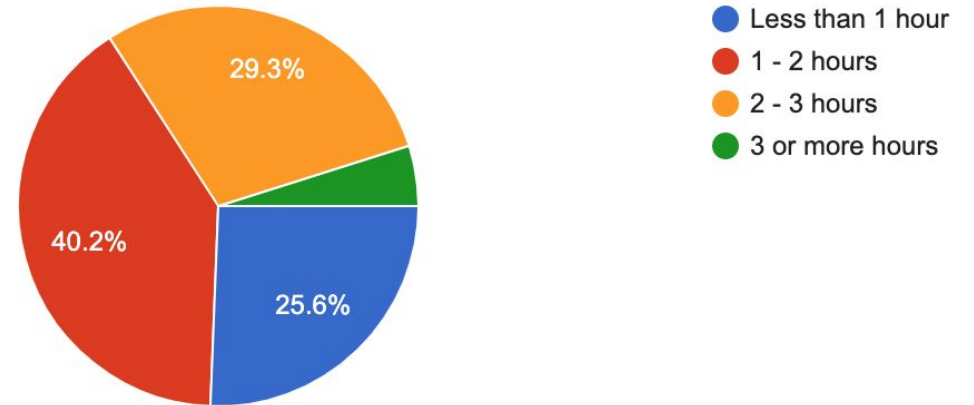


# Screen Time

On average, how much time per day does your child spend at a screen doing school learning?



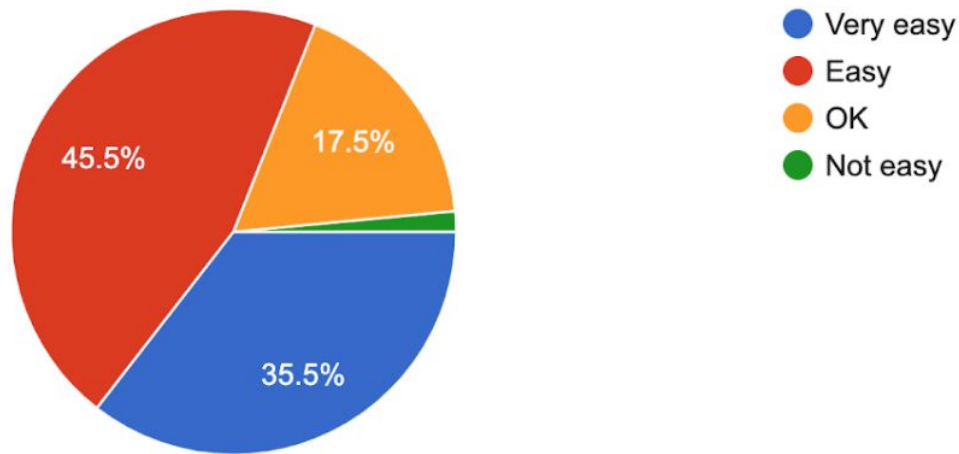
On average, how much time per day does your child spend at a screen for relaxation, gaming or other entertainment?





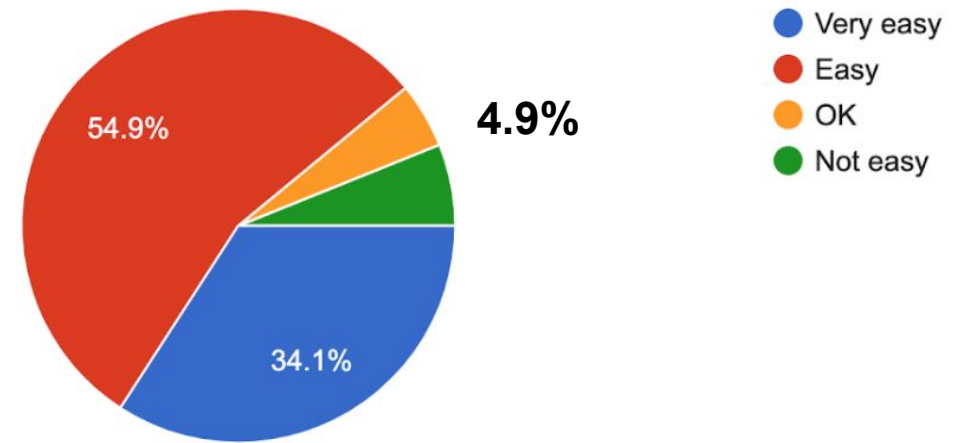
## Student

How are you finding using a laptop, ipad or other electronic device to do home learning?



## Parent

How is your child finding using a laptop, ipad or other electronic device to do home learning?



# Summary/analysis

- 94.5% of students are feeling OK or positive about their home learning. This is a small decrease from the 98.9% from the last Survey (May 2020)
- 97.6% of parents think that their child is feeling OK or positive about their home learning (September 2020)
- **Concerns reported about over-use of device and screen time**
- Most students are adapting to CL; some are enjoying this modality more; significant numbers say they miss being on the school campus and the personal, physical, direct interaction with teachers and friends\*
- **98.5% of students are finding it easy/OK using an electronic device for their learning (May 2020, 97.2%)**

\*Parents report that they would like more student to teacher interaction; students report that they would like more student to student interaction. Both these statements were the 1st and 2nd most desired add-ons to our current CL provision

# Summary/analysis

- Overall, good correlation between student and parent responses
- 98% of parents and 97% of students said it was easy to use Seesaw (or Tapestry) to find out the learning for the day. (This is a significant increase from the survey result in May 2020, 85% - students)
- 97% of students and 98% of parents reported that they were satisfied with the quality of feedback on learning
- 94% of students and 98% of parents said it was easy to use Zoom to meet and talk with their teacher and classmates
- **22% of parents (items 10 & 11 combined) reported that their child was spending 5-6 hours or more on a device every school day.** *Low tech Wednesday* was a 'favourite' activity reported by a number of students



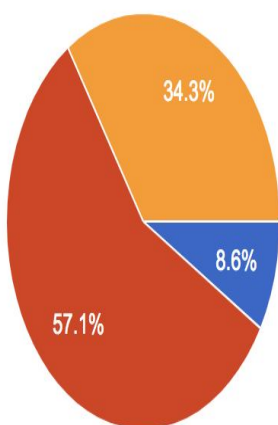
# Secondary Continuous Learning Survey Feedback

September 2020

# Wellbeing

5. Which of these descriptions best describes how your child is feeling?

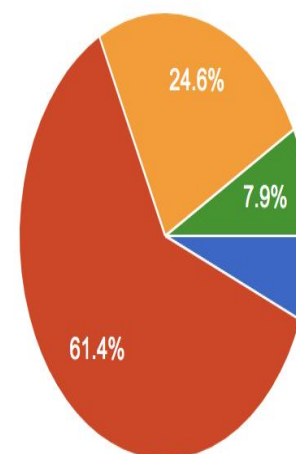
70 responses



- More positive than usual
- The same as usual
- Less positive than usual
- Negative and worried

5. Which of these descriptions best describes how you are feeling?

114 responses



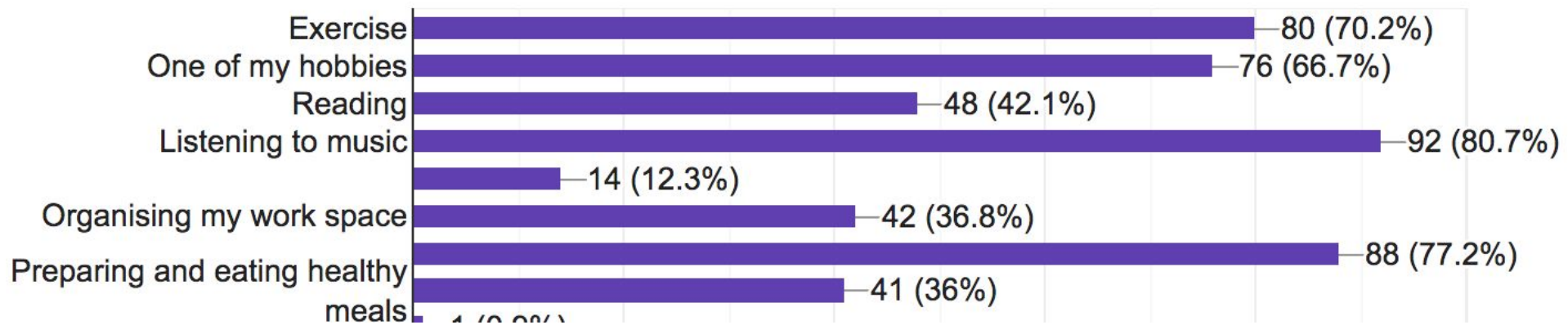
- More positive than usual
- The same as usual
- Less positive than usual
- Negative and worried

# Wellbeing

2. What positive activities, other than school work, have you done this week? Select all that apply.



114 responses

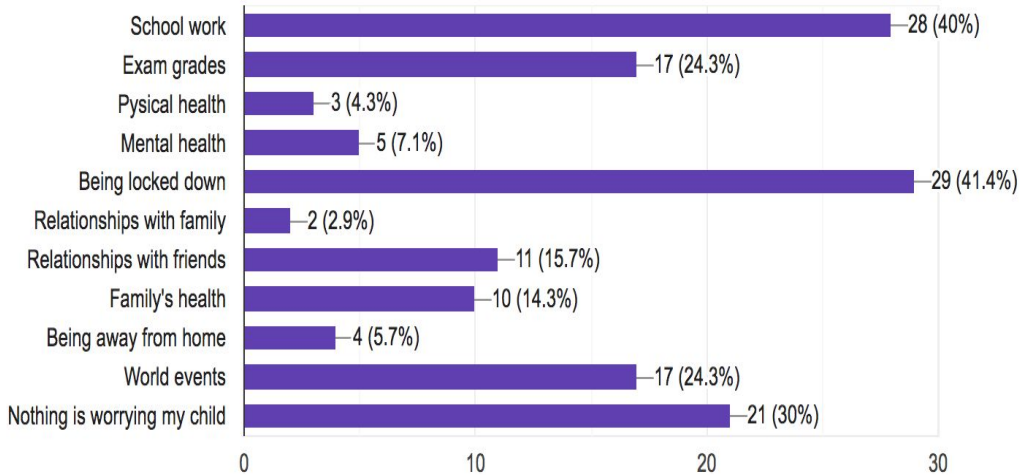




# Wellbeing

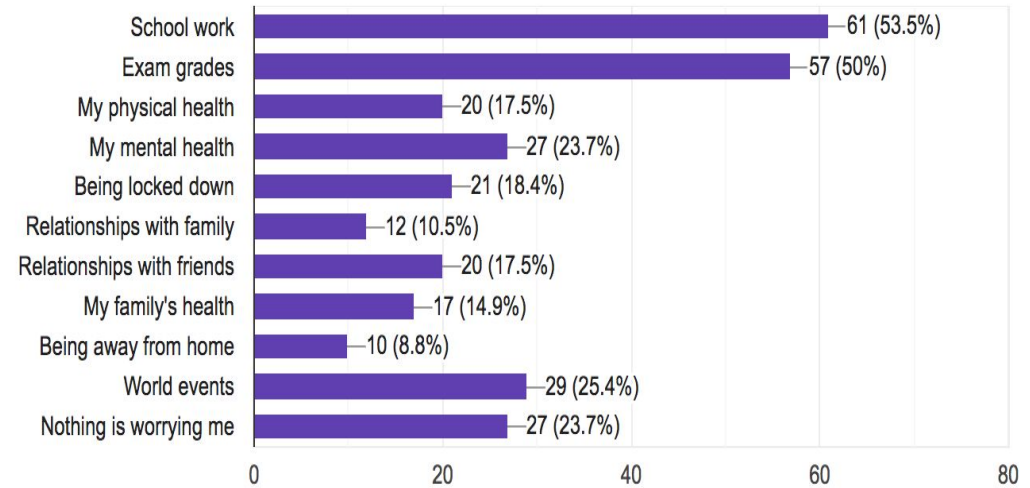
## 4. Is there anything worrying your child?

70 responses



## 4. Is there anything worrying you?

114 responses





# Wellbeing

## Screen time:

- 52% of students indicate spending 10 hrs+ looking at a screen each day, with 23% spending 13 hrs+
- Average breakdown is 7-8 hrs of school work with an additional 2-4 hrs spent gaming, browsing the internet, social media and Youtube and watching Netflix or similar streaming platforms.

# Wellbeing Analysis

- Students selecting less positive than usual or negative and worried (around 35%) has increased by approx 6% over the course of continuous online learning.
- The number and the range of positive activities students are doing outside of lessons has increased, with over 70% now doing regular exercise.
- Students continue to be communicative with friends with nearly 80% speaking to friends daily and very few students now reporting that they haven't spoken to any friends at all.
- School work and exam grades continue to be one of the main worries identified, especially in KS4 and 5 where this is exacerbated by uncertainty around course completion and any special arrangements the exam boards may put in place. This is also what teachers have identified as their main concern and the main concern students have raised with them.



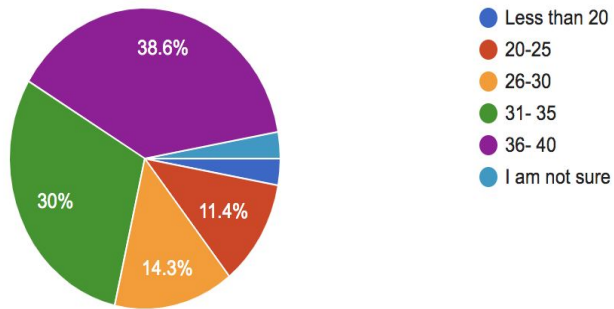
# Wellbeing Follow Up

- Individual mentor follow up with students who identified as negative and worried to give one to one support;
- Continue with wellbeing programme, with an extra focus on managing school work and screentime;
- Heads of key stage 4 and 5 to continue to update students on communication from exam board regarding course organisation and special consideration;
- Head of key stage 3 to focus on exam grades as an issue not to worried about!

# Workload and Environment

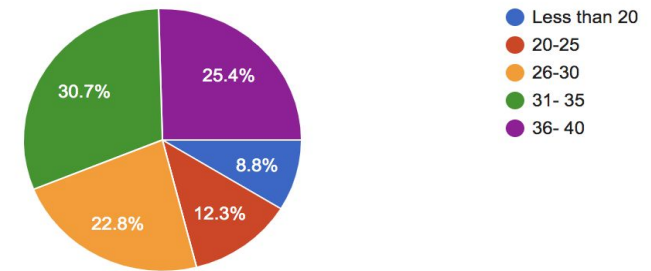
6. Approximately how many hours in total is your child spending on school work per week (including live lessons, independent lessons and homework)

70 responses



6. How many hours in total are you spending on school work per week (including live lessons, independent lessons and homework)

114 responses



# Workload and Environment

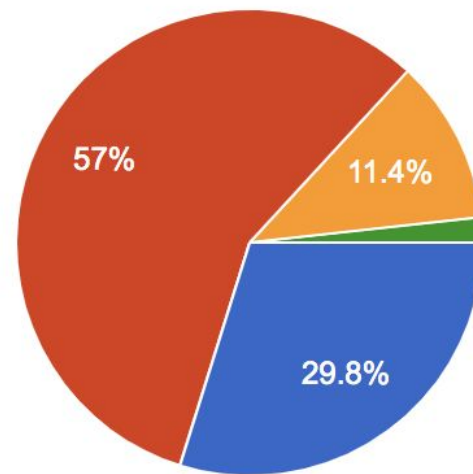
Breakdown of average hours per day, outside of allocated lesson time

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<b>Completing work from lessons</b>	1.5	1.5	1
<b>Set homework</b>	1	2	4
<b>Study and revision</b>	0	0.5	1

# Workload and Environment

12. How would you describe your working environment?

114 responses



- Quiet and easy to concentrate
- Quiet mostly with some interruptions
- Some distractions
- Noisy and difficult to concentrate or hear live sessions

# Workload and Environment Analysis

- Workload is the most common topic of emails received from parents and brought up by students to mentors, with most who contact us asking for a reduction.
- Surveys indicate that the majority of students are spending above 30 hours a week on school work, though KS3 year groups more likely to be spending on average 26-30 and older year groups 35/40+
- Some students struggle to complete work during a live session and so complete work following the session, thus doubling their workload- this is both as a result of the difficulties inherent in online learning, but also in the way some lessons are structured.
- Likewise, there are a small number of students who struggle to fill their independent time.



# Workload and Environment Follow Up

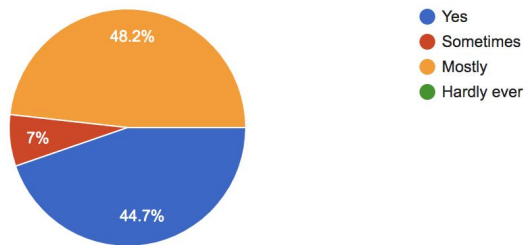
- Teachers to set clear time limits for each activity- there is space in student planners to record this;
- Mentors and teachers to work closely with students who have identified work as being either too much or too little to help with prioritising and keeping to set timings;
- Sessions with KS3 students on time management;
- Continue to be clear with students that most conversations around workload are supportive.



# Access and Understanding

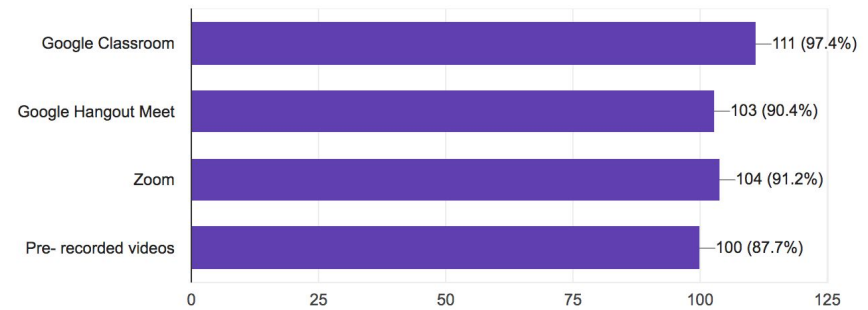
21. Do you understand the tasks you are being set?

114 responses



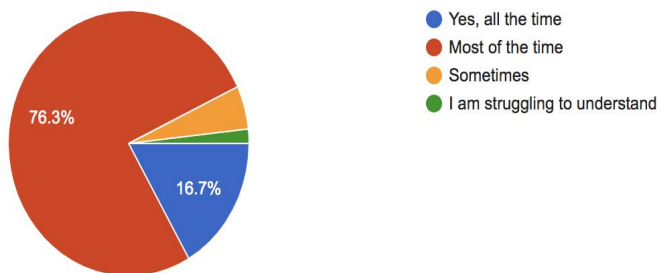
19. Are you able to access the following without support? Select all that apply.

114 responses



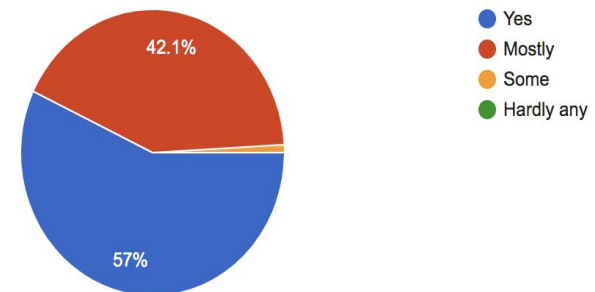
17. Do you understand the instructions you are given for how each lesson will be structured and what you need to access?

114 responses



23. Have you been able to attempt all the tasks you have been set?

114 responses





# Access and Understanding

Most common reasons given for not understanding:

- When internet is inconsistent and parts of the explanation are missed
- Devices not working properly
- Apprehensive about asking questions 'live' in front of the class



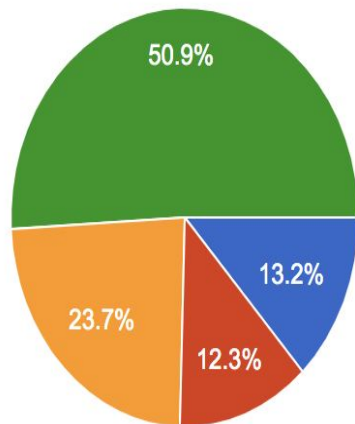
# Access and Understanding Follow Up

- Create a 'what to do if you miss part of a lesson' guide for students
- Work with teachers to create a bank of strategies for engaging students in the lesson, building their confidence to speak 'live' but also creating opportunities for private conversations during the lesson.

# Preferences

20. Which type of lesson do you prefer?

114 responses



- Live
- Independent
- Independent with video instructions
- A mixture of the above

Last term, we had several requests from students for more group work. This term however, students have said they have not enjoyed the group work that has been implemented into lessons as they would prefer to set up their own independent study groups.

# Things you would like teachers to do more/ less of

## Students:

more quizzes or other games s

kahoot, quizzz or peardeck

Quizizz or kahoot

quizes

Giving us private feedback.

Kahoot quizzes

Live quizziz, kahoot, etc.

## Parents:

- More independent study time
- Less independent study time
- More live lessons
- Less live lessons
- Feedback to parents
- Nothing- all good



# Common Comments

Students	Parents
<p>KS3: I really like quizzes and interactive lessons</p> <p>KS4: I would like some more independent time to get on with my work</p>	<p>My child can get on with their work independently which means I only have to check in a few times a day.</p>
<p>I find it hard to stay organised but the teachers are nice when I ask for help</p>	<p>With lots of different subjects, teachers and deadlines, my child is struggling to stay on top of it all.</p>
<p>We have a lot of work because we have exams at the end of the year. We all know it is necessary and teachers are trying their best to get us through our courses, but it's so hard online.</p>	<p>I think my child is doing well, I'd just like to know from the school if they think my child is doing well.</p>
<p>Because I am new there was lots to try and understand at first but all the students and teachers have been really helpful and now I am ok</p>	<p>I like the activities set out in the KS3 independent learning guide, but my child never has any spare time to do them as she always has lesson work or homework to complete.</p>

**What is the E-safety policy?**

## **The E-Safety policy**

**states the ways in which we will protect our students, train our staff and ensure we provide a safe online environment for our students to learn in.**

## Aims

Educate students about the expectations and guidelines of acceptable online use

Identify and report cases of inappropriate online behaviour

Support to pupils who may have been the victim / perpetrator of inappropriate online behaviour

## Steps Taken

Establish and maintain an ethos where students feel secure and are encouraged to communicate

Teach explicit E-safety sessions which will equip children with the skills they need to identify potential online risks and to stay safe while online.

Educate students about the digital world and how to be a responsible digital citizen

Train staff regarding E-safety and digital safeguarding procedures



**What resources  
we use**



**common  
sense  
media**



## Code of Conduct for TBS Students - Online Learning

As we continue with our online platform for education and learning, it is important to remember how we respect and respond to others as caring and supportive individuals. Although we may not physically be on campus, we expect all students to continue pursuing excellence within their learning and demonstrating kindness towards one another. All online activities will be conducted in a safe and respectful manner so that your learning and wellbeing can continue being nurtured. We believe that Challenge, Confidence, Creativity, Community and Compassion will be achieved and maintained if we all follow the guidance below:

<b>e-Learning</b>	<ul style="list-style-type: none"><li>• We attend and are punctual for all online learning sessions</li><li>• If we are unable to attend an online learning session, our parents will email the relevant teachers (in advance) to inform them of this absence</li><li>• We complete all tasks set, on time and to our personal best</li><li>• We actively engage with our teacher to seek feedback on our learning</li></ul>
<b>e-Compassion</b>	<ul style="list-style-type: none"><li>• We use kind words to each other.</li><li>• We are polite to one another.</li></ul>
<b>e-Respect</b>	<ul style="list-style-type: none"><li>• We listen to whoever is speaking in a group call.</li><li>• We consider whether what we are saying is appropriate.</li></ul>
<b>e-Privacy</b>	<ul style="list-style-type: none"><li>• We do not take pictures or screen shots of others or their conversations.</li><li>• We wait for people to reply in their own time.</li></ul>
<b>e-Language</b>	<ul style="list-style-type: none"><li>• We understand that text language can be both formal and informal.</li><li>• We know when it is appropriate to use informal words or emojis.</li></ul>
<b>e-Footprint</b>	<ul style="list-style-type: none"><li>• We know that there is always a record of our online activity.</li><li>• We understand that our posts can <b>never</b> be permanently deleted.</li></ul>

This is an online community that we are all a part of and therefore all share a responsibility for. Students should act in a way that promotes an environment in which everyone can achieve their personal excellence. If you have any concerns for yourself or someone else during this time, please email your mentor or Head of Key Stage so that the necessary support can be provided.

## **SAFEGUARDING**

Throughout online learning we have had concerns relating to

- Online bullying/trolling
- Using false names in chat rooms
- Stranger danger
- Age inappropriate apps

## **SAFEGUARDING**

What to do if you or your child is concerned about something that happens online

- Alert the class teacher/mentor
- Include any evidence-emails or screenshot or usernames for accounts, in your email
- Send any additional information you can think of
- Follow up with your child