

Introduction

The aims of this document are:

- To teach students to use their online devices safely, sensibly and healthily to support their learning.
- To support and inform parents about sensible practice, particularly relating to screen time and safe usage.
- To outline to staff, parents, and students what their online devices can do to support their learning.
- To outline what resources are available for online learning.

Screen Time Policy

As a school that actively promotes the daily use of devices, our screen time policy is necessary to be supported by all staff, parents and stakeholders of our school.

This policy covers both in school procedures as well as guidance and support to parents at home. Combining these elements will ensure that device screen use is kept relevant and minimum for the students' age range.

Cranleigh's policy is written in line with up-to-date research and digital pedagogy reflected throughout. Above all, it considers the needs of our students, not only readying them to be part of a digital world but to make sure their needs are met. We will also ensure that other uses, such as accessibility features, enable those who need to utilise the device to support their special educational needs.

This Policy is supported by The American Academy of Paediatrics (AAP), which encourages parents to help their children develop healthy media use habits early on.

- For children ages 2 to 5 years (*Cranleigh Abu Dhabi Admits students from Nursery, ages 3+*), limit screen use to 1 hour per day of high-quality programs.
- At home, Parents should co-view online learning with their children to help them understand what they are seeing and apply it to the world around them.
- For children aged six and older, place consistent limits on the time spent using media and media types and make sure media does not take the place of adequate sleep, physical activity, and other behaviours essential to health.
- Designate media-free times together, such as dinner or driving, as well as media-free locations at home, such as bedrooms.

Screen Time Policy

- Have ongoing communication about online citizenship and safety, including treating others with respect online and offline.

In School

Lessons are between 20 minutes and 1 hour in length, from various subjects, some of which require more frequent use of technology.

Within class time, device work is embedded into the curriculum to support and enhance learning. Students are monitored and supported in their use of the technology in the classroom and use it to showcase their learning.

The range of learning can be broken down across the curriculum and year groups. All device use is monitored and supported in the Pre-Prep and lower Prep by our Apple School Management Account (ASM) and teacher pedagogy to support a child's individual needs.

Across the school, screen time limits differ due to age and educational needs (Research taken from AAP 2016).

Exceptions to Routine

Students take part in online assessments, e.g. GL assessments. When this does occur, students will be given regular rest breaks. Students with special educational needs will have additional support and time from the inclusion team and/or shadow teachers. All assessments are age-related and should not exceed the recommended daily screen time.

School Screen Time

Foundation Stage Learning (FS)

Foundation stage learning at Cranleigh is based on structured and unstructured play. Therefore, device usage in the class and screen time is structured and meaningful.

As a school that uses technology, we believe that digital education can enhance learning. However, we ensure that we do not spend extended periods using devices.

Daily, Nursery & FS2 would have a maximum of 6 iPad devices out in rotational play at any one time. A Teacher staffs these areas, or their Teaching Assistant and work is guided at all times via specific learning outcomes for the children. Work on the iPad will be scaffolded to support the child's learning needs. All iPad use in FS used the iPad features to enable controls and guided access mode.

Screen time in FS is restricted, but not limited to the use of:

- iPad rotational sessions
- Interactive whiteboard activities, as a small or whole class activity

Pre-Prep: Years 1 & 2

In Years 1 and 2 (Pre-Prep) at Cranleigh, all children have access to devices directed by a teaching staff member. Students have two elements of screen time within the classroom:

- Interactive whiteboard/ Portable Learning Screens
- iPad or Computer Lab

Firstly, the interactive whiteboard, content controlled and displayed by the Teacher—secondly, their iPad. Guided by the AAP, children do not exceed, within the school, 3 hours of screen time per day (AAP recommends a maximum of 5 hours per day at this age).

Screen time in Pre-Prep is restricted, but not limited to the use of:

- Children will not use the iPad for longer than 20 minutes at one time, e.g. reading a book or using an app in conjunction with another learning activity
- Coding games, which are used to consolidate learning or introduce new concepts
- Interactive whiteboard sessions for small groups or whole class activities
- Children's use programmes and software on the iPad for digital skills, e.g., photography, writing, researching, and/or formative and summative assessments.
- Guided reading on apps will be completed in conjunction with challenging questions, e.g. the use of Epic.
- The students' iPads will be overseen by the staff at all times with the use of Apple Classroom.
- The childrens' iPad will work on restricted access to ensure that no inappropriate content can be accessed.

Prep School

Prep School pupils have access to the following in school time:

- Interactive whiteboard / Portable Learning Screens
- iPad or Computer Lab

Tasks for the year groups are differentiated by task, screen time is recommended at the same level, pupils in Years 5 & 6 would be required to complete more independent learning to support the skills which they are learning in class.

Elements of this would be:

- Researching on reputable websites for content
- Finding sources of work, images or videos to support their work
- Developing individual pieces of work that supports their concepts and learning of a subject.
- Working as a group and the presentations.
- Transferring written work to programmes on the iPad to present in a different format.

Pupils using a device that will have been registered with our school system or ASM can be tracked and monitored, as well as Apple Classroom and Screen Time report on the iPad.

Screen time in the Prep School is restricted, but not limited to the use of:

- Pupils will not use an iPad for longer than 30 minutes at one time, e.g. reading a book or using an app in conjunction with another learning activity. And the
- Coding games, which are used to consolidate learning or introduce new concepts of computer science and coding.
- Interactive whiteboard sessions for small groups or whole class activities.
- Pupils use programmes and software on the iPad for digital skills, e.g. writing, researching and/or formative and summative assessments.
- Guided reading on apps will be completed in conjunction with challenging questions, e.g., Epic and/or I Read Arabic/I Start Arabic.
- iMovie, Clips and PicCollage to collate, review and showcase learning.
- Lessons will include regular checks on progress to ensure students are not looking at the screen for long periods.
- The use of remote learning at home should not always require an iPad or device. However, the device is required to support the research of learning or revision for short periods.

Years 7 & 8 (Upper Prep School) and Senior School

that 7 & 8, as a cohort, have 1:1 devices at school and home, and they can take their device home with them. If pupils are given prep or remote learning, they can utilise their device to support their work at home and, we will suggest a range of learning platforms that would be suitable to support them with this. All platforms would be ideal for their age range and ability level.

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We would not advise that pupils spend more than 1 hour on a task simultaneously and that this task is broken down so that they are not consistently looking at the screen for extended periods.

At school, Prep and Senior schools will have access to the following in school time:

- Interactive whiteboard / Portable Learning Screens
- iPad
- iMac or portable device

Tasks for the year groups are differentiated by ability. For example, pupils in Years 7 & 8 would be required to complete more independent learning to support their learning skills in class.

Screen time is expected to increase due to the additional time writing and researching work.

Elements of this would be:

- Researching on reputable websites for content.
- Finding sources of work, images or videos to support their work.
- Developing individual pieces of work that supports their concepts and learning of a subject.
- Working as a group to develop presentations.
- Transferring written work to programmes on the iPad to present in a different format.

Screen time in Year 7 upwards is restricted, but not limited to the use of:

- Pupils will not use the device for longer than 30 minutes at one time, e.g. reading a book or using an app in conjunction with another learning activity.
- Coding games, which are used to consolidate learning or introduce new concepts of computer science and coding.
- Interactive whiteboard sessions for small groups or whole class activities.
- Students use programmes and software on the iPad for digital skills, e.g., photography, writing, researching, and/or formative and summative assessments.
- Nearpod for guided interactive lessons, lessons on Nearpod can be paced for the student's ability levels and reflect on prior learning. Staff would also utilise this to support formative and summative assessments.
- Guided reading on apps will be completed in conjunction with challenging questions, e.g., Epic, I Read Arabic, and/or I start Arabic.

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- iMac use will include learning Art and design tools such as Photoshop, iMovie for green screen projects and CAD software. Lessons will consist of regular checks on progress to ensure students are not looking at the screen for long periods.
- The use of remote learning for work at home should not always require the use of a device. However, the device is needed to support the research of learning or revision for short periods. (Extended revision can be printed, students are advised to revise in various ways to ensure that they are consuming the information in the best way).

Safeguarding your Child

You can track and monitor students device usage via a range of platforms on built-in software to support positive screen time, such as:

Apple - <https://support.apple.com/en-us/HT208982>

Google Play - Apps - <https://play.google.com/store/apps/details?id=com.screentime.rc&hl=en>

Google - <https://support.google.com/families/answer/7103340?hl=en>

Common Sense Media - <https://www.commonsensemedia.org/screen-time>

National Online Safety, if you would like to know more about Online Safety and the Digital World Click here for our parent resources and online courses - <https://nationalonlinesafety.com/enrol/cranleigh-abu-dhabi>

Interactive Digital Media

Cranleigh Abu Dhabi supports the use of meaningful and age-appropriate interactive digital media.

Applications or “Apps” the students iPad are researched before use for content and educational purposes. Interactive digital books are used as part of the Cranleigh Abu Dhabi curriculum. The use of this form of digital media is used as a relevant form of 21st Century learning. Research shows that this form of learning can have an impact on student comprehension. We will use apps that have comprehension quizzes and/or reflection questions at the end. In addition to this, we would use this media as part of a guided reading group or a 1:1 reading session to ensure that the student understands the book’s content.

Break / Snack times

During rest breaks, if students cannot be outside, to reduce screen time, we suggest that staff play music or an audiobook where possible. This will allow students to be supported in cognitive development but without the impact of screen time.

Students should be reminded that they should not be eating or drinking around devices.

Device Downtime

1. Students are not permitted to have their device with them during break and lunchtimes. This is to reduce the impact of screen time throughout the school day.
2. We would advise that students put their devices onto aeroplane mode when studying them entirely focus on their work.
3. We would advise that students take breaks between learning on a device.

Remote Learning (In case of closure)

In remote learning, students will be given a range of line learning tasks that are specific and measurable to the amount of time their age range should spend on a device. Cranleigh Abu Dhabi will ensure that the platforms used for remote learning are specific and meaningful, with relevant tasks and objectives mapped out by the year groups and subject specialists to ensure they access high-quality digital material.

All students must have signed the RUP and adhere to remote learning processes.

SEN

Students at Cranleigh Abu Dhabi who are supported additionally for a special educational need have accessibility modes on their devices enhanced. This comes in a variety of ways to support the learner best.

- Enhanced text size
- Speak Screen & Selection
- Typing Feedback and Predictive Text
- Voice Over to provide auditory reinforcement
- Guided Access helps people with autism or other attention and sensory challenges stay focused on the task.
- Colour Invert, Filters, Intensity

Child Protection

The school reserves the right to report any information provided to the school which we feel is inappropriate and/or harmful to a student to the child protection service.

This may include:

- Excessive screen time allowances
- Unsupervised access to inappropriate content

Home Screen Time

1. As a school, we highly recommend that students are supported at home when using their iPad either by learning together as a parent and child, talking through content or for older students reviewing and questioning elements of the learning which they have been completing.
2. We support parents in creating and using device monitoring at home, not just on the Apple platforms but on all device management platforms.
3. As a school, we do not advocate using apps that are not age-appropriate and recommend only applications and websites that are suitable and meaningful.
4. We advise parents to have open communications with their children about their device use and screen time allowances to ensure that they are safe on the internet at home.

All information and research from the Cranleigh Abu Dhabi Screen Time policy are from the American Association of Paediatrics reports on the following:

- **Children and Adolescents and Digital Media**
<http://pediatrics.aappublications.org/content/138/5/e20162593>
- **Media Use in School-Aged Children and Adolescents**
<http://pediatrics.aappublications.org/content/138/5/e20162592>
- **American Academy of Pediatrics Announces New Recommendations for Children's Media Use**
<https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/American-Academy-of-Pediatrics-Announces-New-Recommendations-for-Childrens-Media-Use.aspx>
- **Media and Young Minds**
<http://pediatrics.aappublications.org/content/138/5/e20162591>
- **Screen Time: Advice for Parents**
<https://www.webwise.ie/parents/screen-time-advice-for-parents/>

Reviewed by: Sean Mcdermott AP Pastoral

Final reviewed by: Vice Principal

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