**Appendix 2 – Safeguarding Online Learning**

**Getting the most from blended learning for reference in the event of local lockdown**

In the event of future local lockdown, schools may need to establish short periods of blended and video learning. There may also be rare incidences where individual pupils are not able to come into school eg shielding. The following guidance outlines some of the options available to schools in order to ensure equality of provision for all pupils and to mitigate any future impact of the pandemic.

**What is blended learning and what are the options?**

**Blended learning (also known as hybrid learning) is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities. In our current circumstances, schools are likely to be offering a version of blended learning to their students for the coming months.**

The expectation is that all primary aged pupils are in school from September, the local authority view is that schools should deliver provision in line with government guidelines. However, we understand that schools may have pupils who are unable to come into school for a variety of reasons. This document provides guidance for the rare occasions that blended learning needs to be maintained for key pupils and outlines:

* Some of the key questions and considerations you need to explore when planning your approach to blended learning.
* Some of the different approaches you can take when implementing blended learning.
* Examples of good resources you can integrate within your own curriculum.
* Examples of where schools have been using blended learning effectively, both in recent months and prior to this.

**Working remotely - options and considerations** **in the case of future localised or school-based lockdown**

Whilst the expectation is that all pupils return to full time education, the government have not ruled out the possibility of future localised lockdown. In addition, occasions may arise where bubbles need to step out of school due to infection or where individual pupils are not able to come in. In these cases, there are a number of safeguarding considerations that need to be taken into account when delivering remote learning. Some of the pros and cons are listed below:

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| **Delivery Method** | **Pros** | **Cons** |
| **Live streamed lessons** | Can prompt higher levels of engagement, seeing teacher and peers and feeling part of a session.  The teacher can control and refine the pace of delivery, introducing material in steps, checking understanding and adapting as they would in a classroom setting.  Can reach a large number of students at once, so could reduce planning and ensure high level of expertise  Break out rooms can be used to create small group discussion on topics and monitored by host(s). | Access issues. Do students have the equipment required, including internet access? Can pupil premium be used to support this? Can old technology be sourced from within the community?  Safeguarding needs careful consideration - using password protection, use of waiting rooms, no open access, team teaching or observer so there are two adults, background consideration or blurring. Do you want to show teacher/pupil video or disable this?  Staff need training on the use of live lessons as classroom pedagogies do not automatically transfer to live video streaming. |
| **Pre-recorded lessons either from teachers at your school or from other schools.**  This can be done on a range of platforms | Can be accessed at any time to allow greater flexibility than live lessons.  Can reach a large number of students at once, so could reduce planning and ensure high level of expertise with teachers focusing on particular lessons and topics. | Less interactivity than live lessons, making it harder to check progress or engagement.  Safeguarding still needs to be considered (background etc) but schools have greater control over this.  May need lots of work initially to ensure that the material is of the highest quality. Nationally recognised resources [Oak National Academy](https://www.thenational.academy/) save some of the work and this example will continue into the next academic year. |
| **Online resources such as word documents, power points, video clips, quizzes etc.**  These can be uploaded onto platforms | All material can be collated in one place and students can upload work on some of those platforms for feedback.  Work can be personalised to individual need, including in feedback. | Students may find it difficult to motivate themselves if they are not getting feedback as rapidly.  Misconceptions could become embedded unless checks and opportunities to self-correct are in place, with longer more independent tasks. |
| **Pre-existing computer-based learning**  For example, Lexia | Already available, user friendly, with engagement in mind. Some include app options to wider access via mobile devices.  Students can control the pace for some of the programs and be flexible with timings.  Can be very high quality as they are designed for a broad “buying” audience. | Can be impersonal and not always fit with curriculum requirements. Although feedback is built into some of these systems, students still need teacher guidance around success and issues.  Can be repetitive for some students who will lose motivation, especially if finding it hard.  Schools who do not already have these will need to purchase, so cost could be an issue. Students and parents will need to be introduced to this in order to use it effectively. |
| **Paper-based materials**  Including textbooks, revision guides and work packs | No issues with access, although the packs need to be distributed in some way.  Students can control the pace of the work.  Work can be personalised to individual need.  Can be quick to set work from, reducing workload and providing a quick solution. | Textbooks and guides may not cover the curriculum, depending on subject and school.  Can be difficult to engage and motivate students if work is not going to be discussed for a period of time.  Misconceptions can become embedded if learning checks are not included and carefully planned.  Individual work packs can take a lot of time to prepare in advance to be of the best quality. |

**Online learning – pre-recorded and live streaming of lessons**

This section briefly outlines the issues and possible pros and cons around online learning, considering both pre-recorded content and the live streaming of lessons. Again, whilst pupils will return to class sized bubbles, further lockdown, “stepping out” of bubbles to self-isolate or further lockdown may require the use of additional online learning.

* By online learning, we mean live streamed content which can include live videos or audio directly featuring staff and/or children; it an also refer to live video demonstrations or live sharing of PowerPoint slides with audio.
* Pre-recorded content can include pre-recorded material which features video and/or sound. Pre-recorded content does not have to feature staff directly and can include pre-recorded screen captures of demonstrations or PowerPoint slides with a voice over.

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| **Summary of key areas of consideration** | **Specific points/issues to be considered:** | | |
| **Live streaming content** | **Pre-recorded content provided by school** | **Pre-recorded or live streaming provided externally** |
| **Safeguarding** | If live streaming directly features videos/audio of staff and/or children, potential safeguarding risks can include:  **Staff behaviour**   * Staff sharing inappropriate content, eg leaving content in the background of videos or when screensharing. * Staff behaving in a way which harms a child. This could include bullying/emotional abuse, sharing illegal content and child sexual abuse. * There is an increased risk for allegations being made against staff if 1:1 live video calls take place between staff and children.   **Children’s behaviour**   * Children sharing inappropriate and/or illegal content in videos. * Children sharing access to live streams with people outside of the school community Cyberbullying/harassment. This risk is increased if live streaming and/or private chat or messaging is enabled for children. * Classroom management issues that take place within a live stream can be difficult for a single member of staff to manage as they take place “live” and the member of staff will be focused on curriculum delivery.   **Breaches of the platform’s terms of service**   * Some platforms require users to be 13+ or 16+ so cannot be used with children. * Some platforms are only permitted for home use rather than educational/commercial use.   **Privacy concerns**   * Videos streamed from within a home environment may be intrusive. Staff or children can copy content or videos (eg print screen or screen capture) without permission. This could then be shared. * There is an increased risk of being identified if those on video are considered vulnerable eg children in care, users at risk of domestic abuse. * Live streams could be accessed by unverified users if streams/platforms are not secure - this could result in staff/children being exposed to illegal/inappropriate content (eg “zoombombing”). * Staff/children could share access to live streams with people outside of the school community eg making links public or by sharing passwords/logins.   **Data protection breaches if:**   * Informed consent is required and is not obtained. * Data is not processed and stored in line with GDPR and data protection legislation. * Staff or children could share personal and/or sensitive data.   **Cybersecurity risks if**:   * Platform is not risk assessed and set up securely. * Live streams are not secured eg password protect or waiting rooms/lobbies used. * Users do not receive training and clear expectations. * Users share access to live streams with people outside of the school community eg making links public or by sharing passwords/logins.   **Other factors**:   * Unless content is recorded by the school (consent is required for this and recordings must be stored in accordance with GDPR) or there are witnesses, it can be difficult for schools or other agencies (if required) to investigate concerns.   If schools use education specific and risk assessed platforms that are properly implemented, supported by effective training and clear policies and procedures, many of the above risks can be reduced and potentially removed. | If featuring videos/audio of staff, safeguarding risks can include:   * Staff sharing inappropriate content in videos, accidentally or deliberately eg leaving content in the background of videos or when screensharing. * Videos taken within home environment may be intrusive. * Children can copy content or videos (eg print screen or screen capture) without permission and share it elsewhere. * Data protection breaches if any personal data is being processed or shared.   If pre-recorded content is live streamed, additional risks will apply.  If schools use education specific and risk assessed platforms that are safely implemented, supported by effective training and clear policies and procedures, many of the above risks can be reduced and potentially removed.  Many of the risks are reduced from live video sharing as content is easier to manage and moderate by the school eg staff and/or children do not need to feature live, content can be pre-checked before it is shared and content can be reviewed if concerns are raised. | Where schools are directing children to any content from other providers, they need to ensure that the content and provision is safe and appropriate.  Safeguarding risks can include:   * Content being inappropriate for use with children eg uses victim blaming language or shock/fear-based tactics. * Staff delivering the content are not safe or suitable to work with children. * Platforms used may not be safe for use within a school environment eg age restrictions. * Live chat/video functions can bring risks relating to inappropriate and/or illegal content, contact and conduct. |

**Summary of key considerations**

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| **Summary of key areas of consideration** | **Specific points/issues to be considered when live streaming lessons** | **Specific points/issues to be considered with pre-recorded learning** |
| Engagement of children and young people (including pupils with SEND)  Pitch and level of support to ensure learning is fully accessible and inclusive | **Live lessons** can be more engaging for young people than pre-recorded materials as they provide more opportunities for interaction, including questioning, feedback and peer discussion.  **Material design** is also important when thinking about engagement.   * Stick to routines and familiar order, across subjects if possible. Good examples of this can be seen in the Oak Academy [materials](https://www.thenational.academy/). * Try to ensure that tasks follow simple and familiar steps so again students know what order they will do certain parts of the lesson. * . It is worth logging in to see things from a student point of view to check what is being asked of them. | **Pre-recorded lessons** provide opportunities for students to have greater control of their learning, which some will find engaging. They can control the pace, completing activities as they wish, rewind to check explanation and go back to previous lessons to support new learning. Some students, especially older ones, may find this approach easier to navigate than younger students.  **Material design** is also important when thinking about engagement.   * Good examples of this can be seen in the Oak Academy [materials](https://www.thenational.academy/). * Try to ensure that tasks follow simple and familiar steps so again students know what order they will do certain parts of the lesson. |
| Feedback - this is key if blended learning or any form of home learning is going to be successful in supporting learning progress | * How will feedback be provided to the group/ individuals? What format will feedback take? * How often will feedback be given? | Think about strategies that may be written, by phone or video. Ensure safeguarding advice around video and phone interactions are adhered to. |
| **Equality of access** | Whilst schools need to adhere to the 2010 Equality Act with special emphasis on section 5, protected characteristics. They also need to adhere to the broader elements of the act where reasonable adjustments are required to be made to ensure equality of access. This could be applied to access of technology, access to support, differentiation and equality with the in-school offer.  Pupils with EAL, those with SEND, those living in overcrowded accommodation, young carers and those deemed as disadvantaged will need to be considered in the reasonable adjustments.  Linking with equality will be access to a qualified teacher - so the advice needs to steer them towards the option where a video is played from a recording at specific times with an accessible teacher for questions to be asked and answered in real time. This will have implications with workload and resourcing.  Teacher workloads will require more than the current half a day PPA and this will have an impact on the amount of time the teacher is available to teach.  In Primary settings, this could pose an issue as teachers do not have unallocated teaching time. Teaching Unions will be watching employers closely and cross referencing to teachers’ terms and conditions. In addition, teachers’ mental health and well-being needs to be a massive consideration as if teachers go off sick due to stress there is limited capacity in the system to pick up the slack.  The operational element of this is at the discretion of each headteacher however they have limited resources at their hand and as a local authority we need to be very mindful of workload not tipping the balance. | This is the same for pre-recorded materials |

**Safeguarding considerations for pre-recorded and live stream lessons**

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| **Summary of key areas of consideration** | **Specific points/issues to be considered when live streaming lessons** | **Specific points/issues to be considered with pre-recorded learning** |
| **Safeguarding** | * 2 teachers/ HLTAs to be present if using live video streaming * Live video lessons should be recorded * Ideally parents to be present, but are they willing/able to be? | * Ensure content is appropriate for age/level of child. |
| **Engagement of children and young people (including pupils with SEND)** | * Keeping pupils engaged can be challenging due to distractions at home. * It is not possible for pupils to engage in some practical activities/ games – access to resources. | * Content can be created anytime which provides teachers with flexibility around other commitments. * Content can be shared with colleagues and can be re-used. * Possible to differentiate content for individual pupils’ interests. * Pupils can learn at their own pace, watching and re-watching videos to secure understanding. * Pupils can engage with the content at a time that suits them/ when they are in the right frame of mind. * There is no guarantee they will access the video and complete the work set. |
| **Pitch and level of support to ensure learning is fully accessible and inclusive** | * It can be difficult to provide pupils with concrete examples and manipulatives to reinforce learning. * Pupils who struggle with communication skills will require additional support to keep up (particularly if there are multiple pupils involved). * Pupils can be supported with printed/ practical materials posted to their homes. * Getting to know pupils, that you have not met face to face, only having access to EHCP etc. * If the teacher has little knowledge of pupils’ prior knowledge, it can be difficult to get the pitch right – if you go in too high or low, it could cause anxiety about joining another live lesson. | * Pupils may not understand the tasks set and there is not an opportunity to have discussion and rephrase if needed. * Consider accessibility, eg does the pupil have emotional, reading, writing, language, keyboard skills to be able to access and engage with the content? * Unless you know the pupil’s levels well, it is difficult to pitch a lesson correctly. Pupils can become disengaged easily if the level is too low or too high. |
| **IT/technical issues** | * Reliable internet access required. * Family/CYP need access to a reliable device to be able to access the content. * Parents need to have good technical knowledge to be able to set up MS Teams etc. If not, they will need to be provided with clear guides to follow. * Internet or software crashing mid lesson. Need to have an agreed process with pupils so they do not panic if this happens and they are cut off from their teacher. * Compatibility issues between devices. * Difference in software on pupils/teachers’ devices can make a difference as it can look different or follow different processes which can cause frustration. | * Reliable internet access required. * Family/CYP need access to a reliable device to be able to access the content. * Need to consider software pupils need to access content on their device * Parents need to have good technical knowledge. If not, they will need to be provided with clear guides to follow. * Not every pupil enjoys working on a laptop or device. |
| **Pedagogy** | * If a parent is used to speaking for/ doing things for their child, the pupil can become reliant on this and it should be recognised what the pupil is learning as opposed to the parent. * Reliance can hinder transition back into schools so support may be required to help the parent to motivate their child to complete work independently. | * It is difficult to take learning further, ie planning the next step, if you do not get any feedback from the pupil. It is difficult to identify any misconceptions they might have. * If you do receive any feedback from the pupil or the parent, it is not always reliable as you do not know how much support they have received and it depends on how much the child liked/engaged with the activity. |
| **Manageability/workload for staff** | * Requires more planning time to ensure it is specific to both the needs of the parent and pupil. * Manageable for shorter sessions eg up to one hour as it can be difficult to maintain focus for longer periods of time * Intensity of providing Team meetings, alternative work materials and documenting communications can reduce “free thinking reflecting” time. | * Creating videos can be time-consuming, particularly if you are a perfectionist. * It can increase workload, as you are sometimes unaware of how much the pupil has completed if they do not provide feedback. Then you send more work when not necessary. |
| **Equality of access** | * Having access to laptops or internet can restrict the type of work offered or completed. * If there are multiple siblings at home, it is unlikely there will be enough devices available at the same time for live lessons. * Some online learning platforms do not have all functions in the app form as in the online version. * Relies on parents to have the literacy skills or IT knowledge to support pupils. | * Pre-recorded sessions can be useful if Internet is unreliable, as these can be accessed at different times. * They can also be useful if there are multiple siblings at home, as lessons can be accessed when a device is available. |
| **Suitability of working environment** | * It can be difficult for pupils to be able to hear and concentrate with younger siblings and other family members around and other household noises.  This can also cause issues for the Tutor/HLTA. * Availability of a suitable table/workspace is just as important as it would be in face to face tuition. * Lack of availability of other resources for CYP to use can cause issues – paper, pencils, rulers, protractors etc | * CYP could be more prepared for session and have suitable resources and working environment ready |

Please see the [published response to the DfE proposals for Online Education Accreditation Scheme – June 2020](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/891322/Online_Education_Accreditation_Scheme_Government_Response.pdf). The relevant section is on pages 55 onwards, which may provide useful guidance for schools to take into consideration, when looking at which learning platform to use.

**Additional safeguarding advice and recommendations**

The following safeguarding advice will help school manage safeguarding risks when sharing live video/audio or pre-recorded content.

**General recommendations**

* Platforms/systems used should be robustly risk assessed from a technical, curriculum, data protection and safeguarding point of view.
* Platforms/systems should be approved by SLT prior to any use with children.
* It is recommended that schools use video conferencing tools within existing platforms where possible, eg Microsoft 365 or G Suite, as these should have already been evaluated and have any necessary parental consents.
* If other platforms are to be used, they should be risk assessed and approved by SLT prior to any use. Education specific or commercial products which offer more control should be used rather than free or home use versions.
* School assesses if it necessary and safe for children to use video, microphones or text-based chat – these should be disabled according to school decision and context, eg age/ability of children. If they are enabled, school should evidence action taken to minimise or remove risks.
* Any personal data used by staff or captured or used when delivering live learning must be processed and stored with appropriate consent and in accordance with data protection requirements, eg GDPR and school policy.
* Platforms should be set up securely to prevent unauthorised access, eg password protect live streams and use “waiting rooms” or “lobbies” to restrict access.
* Staff should use appropriate devices, eg school provided laptop/tablet and official school provided/managed accounts. Staff should not use personal accounts or social media channels to provide video education or support.
* Staff should receive training which explores how to use key functions as well as behaviour expectations prior to use with children.
* Children need to have official school provided/managed accounts to access the platform/content.
* Live sessions should be planned and scheduled during school hours. Staff should record the length, time, date and attendance of any live sessions held.
* A member of the SLT, the Designated Safeguarding Lead (DSL)or another senior member of staff should have the ability to “drop into” live lessons where possible.
* Parents should be aware that live sessions are taking place and ensure that their child is appropriately supervised.
* Staff, parents and children should agree to abide by the school’s Acceptable Use Policy (AUP). This will need to be updated to reflect changes in technology use if live streaming/video learning had not taken place before.
* Existing school policies, eg child protection and behaviour, should always be always be followed.
  + Welfare concerns about any children should be brought to the attention of the DSL without delay.
  + Any concerns about members of staff should be reported to the headteacher.

**Individual sessions between a member of staff and a child**

Safeguarding and remote education during coronavirus (COVID-19) states:

*Schools might want to consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities*.

* Schools should avoid 1:1 sessions between children and staff where possible.
* If a session does not require confidentiality eg for tuition, two adults should be present where possible.
  + A member of staff could be on site with another member of staff present in the room; the 2nd member of staff does not have to be involved in the session; children should be made aware that a 2nd adult is present. Alternatively, it could be agreed that a parent/carer remains in the room with the child whilst the session takes place.
* This will not be possible or appropriate in all circumstances, or where particularly sensitive conversations are taking place. If a 1:1 session is necessary (for example to provide pastoral care, counselling etc.) the session should:
  + Be risk assessed and approved by SLT.
  + Be auditable eg the member of staff logs time, date and attendance.
  + Take place using school provided equipment, platforms and accounts.

**Additional safeguarding links**

Kent schools and settings can seek advice through The Education People Education Safeguarding Service:

* [Remote Learning Guidance](https://www.theeducationpeople.org/blog/safer-remote-learning-during-covid-19-information-for-school-leaders-and-dsls/)
* [AUP for remote learning and communication](https://www.theeducationpeople.org/blog/covid-19-acceptable-use-policy-for-remote-learning-and-online-communication/)
* [Online Safety links and resources to share with staff and parents/carers](https://www.theeducationpeople.org/blog/covid-19-online-safeguarding-resources-for-educational-settings-and-parents/)

National and recommended guidance:

* [DfE – Safeguarding and remote education during coronavirus](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)
* [NSPCC](https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely)
* [National Cyber Security Centre](https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations)
* [SWGfL](https://swgfl.org.uk/resources/safe-remote-learning/)
* [LGfL](https://coronavirus.lgfl.net/safeguarding)