

Southlands School

Policy and Procedure

Digital & Distance Learning Policy

'Safe School'
'Safe Pupils'
'Safe Staff'
'Safe Learning'

Policy and Procedure on Digital learning

Policy Author / Reviewer	Mark Gilbert
Approval Date	May 2022
Next Review Date	May 2024
Version No	3
Policy Level	Site Level
Staff Groups Affected	All Staff

1. Monitoring and Review

- 1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above,
- 1.2. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the school/college.
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25.
Service Head	This is the senior person with overall responsibility for the service
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. E.g Ofsted, CQC, CSSIW
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers and students on placement.
CambianKPI	Means the Cambian online in-house information system which holds data for each site on quality measures.

Southlands School

Digital and Distance Learning Policy

2. Aims

To provide clear guidance to all stakeholders on our approach to digital and distance learning, outlining our general practice and adapted procedures for various scenarios, including students in self-isolation and a partial or full closure of the school due to exceptional circumstances.

This policy will be reviewed and updated when necessary following any relevant updated government guidance or unexpected changes to local settings and staffing. It is vital that we apply a degree of flexibility to our approaches of teaching and learning in school and remotely.

Whilst we will do our best to support the progress of all students at Southlands School, our main priorities will always be the safety and wellbeing of all members of our community. There is no single, defined distance learning practice that is likely to meet the expectations of all stakeholders but through our dedicated research and established experience of remote education, we will remain committed to success for all of our students and support them with a range of approaches that we feel best meet their needs.

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Review

Date of this policy: May 2022

Date of last review: December 2021

Next review date: May 2024 (or when required due to changes in guidance)

Reviewed by: Mr Gilbert Head of Education

4. Online Systems

	<u>Tassomai</u> <i>Contact our Head of Education for access issues: mark.gilbert@cambianguroup.com</i>
What is it?	Online learning platform which supports students with high quality content and learning tools in Maths, English and Science focused on using personalised quizzes to test students' knowledge and understating
Who can access it?	All students and staff can login with their school account.
How is it used?	Users can access interactive content online using a web browser – Tassomai uses an algorithm to set personalised quizzes of increasing difficulty

	<u>Lexia</u> <i>Contact our Head of Education for access issues: mark.gilbert@cambianguroup.com</i>
What is it?	Online learning platform. Through a singular focus on literacy and a full spectrum of solutions to support it, Lexia helps more learners read, write, and speak with confidence.
Who can access it?	All students and staff can login with their school account.
How is it used?	Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills . Lexia® PowerUp Literacy® accelerates literacy gains for students who are at risk of not meeting College- and Career-Ready Standards.

	<u>Wordshark</u> <i>Contact our Head of Education for access issues: mark.gilbert@cambianguroup.com</i>
What is it?	Wordshark provides a fun and effective games-based solution for students learning to spell and read. The program is especially effective in helping students with special educational needs including <i>dyslexia</i> .
Who can access it?	All students and staff can login with their school account.
How is it used?	Students log in from school/home for independent, fun learning. Wordshark meets the needs of a wide age range and ability range. The variety of games, content, plus options to tailor the program make it highly versatile.

	<u>Hegerty Maths</u> <i>Contact our Head of Education for access issues: mark.gilbert@cambianguroup.com</i>
What is it?	A specific maths intervention on line programme <u>Hegarty Maths</u>
Who can access it?	All students and staff can login with their account. The username is the same as their school account.
How is it used?	Visit the link above on any device using a web browser

	<u>Zoom</u> <i>Contact our Head of Education for access issues: mark.gilbert@cambianguroup.com</i>
What is it?	Online video conferencing platform used to offer live on line learning.
Who can access it?	All students and staff can login with their school account.
How is it used?	Users can access live online lessons being offered by teachers.

	<u>Conquermaths</u> <i>Contact our Head of Education for access issues: mark.gilbert@cambianguroup.com</i>
What is it?	Online maths tuition and learning platform.
Who can access it?	All students and staff can login with their school account.
How is it used?	Users can complete bitesize interactive activities and complete tests.

	<u>Dynamic Learning</u> <i>Contact our Head of Education for access issues: mark.gilbert@cambianguroup.com</i>
What is it?	Online learning platform which supports students with high quality content and learning tools.
Who can access it?	All students and staff can login with their school account.
How is it used?	Users can access interactive content and eTextbooks as well as completing exam style questions and sample answers and examiner content.

5. Online Lessons

Lessons can be delivered online via a range of methods or a combination of them. Examples include:

- Research tasks or assignments using resources shared by the teacher and submitted by the student

- Tasks or assessments on subject approved, external, online platforms such as Hegarthy Maths or Oak National Academy. The teacher can monitor for progress checks and provide support and feedback.
- Pre recorded videos prepared by a teacher to deliver lesson content, instructions or feedback
- Live sessions that may include a video or audio stream and the opportunity to communicate with a teacher at a scheduled time.

We believe that a mixture of approaches, as outlined above, provide the most effective and flexible experience for all of our community, as feedback from our surveys supports. During changes to the standard educational provision, imposed by events such as a closure due to a pandemic, there will be expectations on how online lessons will be delivered. This is outlined further in the Part Closure and Full Closure Procedures later in this policy.

Where students are timetabled for extracurricular activities such as walks or cycling during the school day, and/or therapeutic interventions are offered by the Wellbeing Team there is an expectation that these sessions will still be offered. These sessions could be in the form of a pre-recorded session or offered live via an online platform. The most appropriate approach should be agreed between staff, students and parents/carers to guarantee that the student has access to their full educational and therapeutic offer.

- **Live Sessions**

There are a number of platforms available for hosting live video sessions all with advantages and disadvantages. Our preferred video conferencing tool is Zoom.

- There are serious safeguarding concerns that need to be considered for both staff and students' safety. We need to be aware of possible risks and we need to ensure that all users are taking precautions to manage their own privacy and the privacy of others.
- Staff and students must continue to follow the school's code of conduct during any virtual lessons or video recordings.
- Staff and students must wear suitable clothing, as should anyone else in the household.
- Language must be professional and appropriate, including any family members in the background
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Only staff are permitted to set up a video meeting or lesson and this must be made through Southland School accounts.
- Only students who are invited to a video meeting or lesson may attend that session and they are not allowed to invite others in. They should enter the lesson with their camera turned off.
- There should never be a 1:1 video meeting between a staff member and student. If only one student attends a live lesson, it should no longer proceed.
- Where possible, any live sessions should be recorded by the member of staff only. They should be stored securely on the school account and not accessed by anyone else.
- A log should be kept by staff of the session's date, time, topic, and attendees
- Live classes should be kept to a reasonable length of time for the best interests of the teacher, students and family members and they are not expected to last a whole period. For example, an online lesson may last for 20 minutes as a check-in tool.
- Attendance for online sessions is compulsory however the school is considerate of access restrictions that may be in place and will work to support and resolve issues to optimise access to learning.
- We would ask staff to mark their own class work which should be forwarded via email or collated by the student to be marked when they able return to school.

- All staff should feel comfortable during the online learning and should report initially to the Head of Education if this is not the case. The Head of Education will consult with the DSL if required.
- Students who are not following the instructions should be locked out of the sessions and should be reported to the DSL (Designated Safeguarding Lead), as soon as possible.
- Monitoring of student engagement will be recorded.

6. Non-digital Learners

As a school that strongly believes in the positive impact that effective use of technology can have on the development of a student and their future, we will in the first instance provide as much support as we can to any students or families with barriers to access. Where possible, we will loan equipment or devices to increase access.

Non-digital learners will receive printed work delivered or posted by the school. As we are trying to reduce the number of visitors on site, work cannot be collected or dropped off by students, parents or carers at this moment in time. Please contact the school to discuss how work completed can be returned to the school for teachers to mark and check progress.

Self-Isolation or Other Individual Absence

Students who are self-isolating or unable to physically attend a lesson for any other reason can still access work, resources and tasks linked to the current sequence of lessons by using subject schemes of work. Southlands School will contact students who are self-isolating or unable to attend and share relevant schemes of work and associated work.

Teachers will update their subject schemes of work regularly to ensure that all students inside and outside of school can still access the learning which is taking place. We have also provided clear guidance on the first page on how students can access the work and contact their teacher for support, how staff will be monitoring their progress and providing feedback and how we will provide work for those without digital access. We encourage all parents and carers to explore the schemes of work, guidance and resources shared to take an active role in their child's learning and development.

7. Partial Closure Procedure and Expectations

This refers to a partial closure due to exceptional circumstances for a year group or bubble of students and assumes staff are generally working from the school site.

Students will be split into three bubbles, secondary, primary and post 16, contact between these bubbles will be minimised through the school day. If bubbles are required to share working spaces, facilities, or resources at different times during the day these facilities will need to be wiped clean in order to minimise possible cross contamination.

In this instance

- Staff will be asked to hold normal timetabled lessons online through Zoom during their teaching periods. Work should be sent via email and the lesson held as normal.
- It may not last for the entire lesson but should be a minimum of 20 minutes to explain the work.
- The Head of Education will work with teams to determine a schedule for recordings and live content where necessary.
- Work should be set in line with the scheme of work currently being studied.
- The school has a very limited number of devices in school which may be loaned out where possible.
- The school marking policy will be followed in this instance:
 - staff will ensure students receive some feedback regularly

- written/typed feedback on marked work within three weeks

8. Full Closure Procedure and Alternative Timetables

In the event of a whole school closure due to exceptional circumstances the school will expect teaching and learning to follow the scheme of work as much as possible adhering to the student's current timetable. This timetable will be shared via email to students, parents and carers.

Online lessons can use a variety of methods as explained previously in this policy but there will be an expectation of some live lessons weekly in all subjects. This is shown in more detail below.

Staff Roles and Responsibilities

All staff

- should be available to work and leaders will be mindful of their workloads and differing situations at home

Head of Education

- plan who can teach when on the agreed school full closure timetable,
- ensure that teachers' needs are taken into account.
- monitor the access to content and overall progress

Teaching staff

- set tasks and update the submissions log
- share resources via email which may include links to other subject specific platforms
- follow live session protocols shared earlier in this policy ensuring that the student engagement log is completed appropriately.
- monitor student engagement with tasks and track progress
- provide regular feedback and responses to student queries
- provide written/typed feedback to marked work within 3 weeks in accordance to marking policy. This also includes any work returned by non-digital learners.
- work should be differentiated for students needs
- run support sessions as scheduled on the timetables
- tutors to make wellbeing calls to students and update student logs to make other staff aware of any issues or extra differentiation and support required.



Review


This policy will be reviewed annually and amended as necessary.

Date of this policy: Reviewed May 2022.

Date of next review: May 2024 or when required if sooner than May 2022.

Reviewed by: Mr M Gilbert Head of Education

A handwritten signature in blue ink, appearing to be "M Gilbert", written over a horizontal line.

Signature of Principal: 

Signature of Regional Lead :... 