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**ONLINE LEARNING  
AGREEMENT: PUPILS  
& FAMILIES**

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**RÆDWALD**  
T · R · U · S · T

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## ONLINE LEARNING

### What is online learning?

RT has developed approaches to remote learning throughout a number of years. Online learning is a new chapter in this approach. Online learning provides digital tools to allow students access to learning experiences from different locations and in different ways. It also allows staff the ability to teach in new ways and from different locations.

### Why are we using online learning?

To enable access to education

Online learning can be used to deliver learning and teaching to students and staff who are not able to attend the physical school building. This could be for health related reasons or practical reasons such as school closure.

To share expertise

Online learning may allow for expert staff to teach students who reside in a different school building or location at Raedwald Trust.

To support collaboration

Online learning may allow for specific students to work together who share an interest or expertise. In this sense it allows for learning to become a more collaborative and social construct.

To support transitions

Online learning may provide a pathway back to a face to face learning goal. Therefore face to face teaching may be achieved through a stepped approach to online learning.

To support new ways of learning

The future offers opportunities to work with new technologies, with augmented and virtual reality for example. We believe that these new technologies will become more prevalent and will provide new ways to learn and teach in online learning and face to face situations.

For most people, learning is a deeply social and collaborative experience and the approach to online learning at Raedwald Trust therefore should honour our understanding of this philosophy. Pedagogy must support and enhance our existing approaches to engagement, collaboration and socialisation.

### What advantages does online learning bring to Raedwald Trust?

Online in its simplest form may be a replacement for face to face learning. Allowing students and teachers in different physical locations a communication medium. However, we view online learning as far more than a replacement for face to face learning.

Online learning may be used:

To enhance or transform the learning experience using innovative technologies eg. Collaborative whiteboards and virtual reality.

To support face to face social re-engagement through a stepped approach – engaging socially online as a first step.

To improve the quality of learning – for example, by using an expert science teacher to take a class of students from across a number of schools.

To provide a flexible and more accessible learning experience, allowing learning to take place at

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different times and within different spaces – at a different pace. Online learning may allow learners greater access to learning and resources.

### **How are staff and students supported to start using online learning?**

Students and staff will be given safety guidelines to review and agree to before using online content. Students and their families will have an induction session where they will be shown how to technically access online learning resources.

Staff will need to have safeguarding training and advice, technical support and support for learning and teaching as traditional face to face teaching and learning will not always transfer into an online learning environment.

### **How will young people with special educational needs be supported to use online learning?**

Online learning can be advantageous for those with additional needs. Resources can be more readily tailored and the flexibility in delivery and pace can also provide opportunities for teaching and learning to be made more accessible.

In the initial assessment for online learning, the assessment team may make recommendations about the way learning should be organised and presented for a learner.

In addition, learners should be supported to become more independent when using resources. Feeling confident to change the size and colour of text on a page to suit their needs for example. In this sense some learners should be supported to understand the features of the technology and how these can be used to adapt resources for their own needs.

### **How can we ensure staff and students are adequately resourced for online learning?**

#### **Students**

During the initial assessment, the students access to resources will be taken into account. Where online learning is assessed as being a valuable intervention and the student does not have access to adequate resources the Raedwald Trust team will carry out an assessment of need in order to support this valuable learning opportunity.

#### **Staff**

Where staff have been identified as needing to create content and deliver sessions, there will be a minimum expectation of resources. Currently, such staff members will be required to have access to a laptop, broadband and headphones.

### **How do students benefit from online learning?**

Students will benefit from online learning through:

- Wider access to experts outside of the classroom and expert teachers.
- Flexibility in the timing and pace of learning.
- A safe space to begin to work with other students and staff
- An alternative learning route where face to face learning is not possible due to physical or emotional reasons.

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### **How can staff benefit from online learning?**

Staff may benefit by having access to resources and a teaching sequence that can be adapted and re-used for their students.

Staff may also benefit from learning from other staff through team teaching of the resources to multiple students.

Staff that are unable to attend a school site (due to shielding) may be able to teach through the use of online learning services.

### **How will we evaluate and quality assure online learning?**

Online learning is different to face to face learning and therefore a different approach to evaluation and assurance will be required. The leadership team will outline the approach to ensure quality teaching and learning is delivered through online learning tools.

The key challenge will be to ensure staff are using digital tools safely but also fully utilising the potential of the technology.

It is important that lessons are not identically translated from face to face to online as this will mean new opportunities are missed.

### **How does online learning fit into our existing learning landscape?**

Across Raedwald Trust, pupils are able to access different “pathways” of support between Key Stages 1 to 4. These pathways may be short-term (12 weeks to 19 weeks) or longer term (up to 2 years). For some pupils on some pathways, access to remote and/or online learning will complement their curriculum offer and ensure there is flexibility in response to presenting need. Online learning will therefore complement and enhance pathways to ensure every pupil will have access to the full breadth and depth of the national curriculum both on-site and on-line.

### **How is online learning and face to face learning connected?**

Online learning can be used to support remote teaching and learning where the learner and teacher are in physically different locations.

Online learning can also be used where teacher and students are in the same location, but for a number of reasons – online learning can be useful. For example, to provide access to high quality resources, to access an expert teacher, to bring a student into an environment with other students.

In this sense, the skill for staff is to calibrate the blend of face to face and online learning to ensure the best fit for the student and their needs.

### **How is online learning organised?**

Online learning is organised in a way to ensure that learning and teaching are widely visible. What we mean by this is that there are no spaces where teachers and students work with no visibility.

We achieve this through the technical design of our environments and the training and support for

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staff.

For example, online lessons will take place according to the agreed timetable. There will be a central catalogue of all existing **learning journeys**, so staff can ‘see’ what opportunities already exist within our online learning space.

Lessons will not be delivered through – ad-hoc video conference sessions which are un-planned and un-documented.

In addition, the organisation of the environment will allow for staff to browse a catalogue of **learning journeys** ie. lessons will not be hidden in a staff members personal OneDrive folder.

### **How will young people who have little or no English engage with online learning?**

Those students who have little or no experience of English will benefit from Online learning.

Many will have a strong command of the curriculum and are able to demonstrate this in an alternative language to English.

Working online will allow these students access to the online tools that will allow them to demonstrate their skill and expertise in a variety of languages.

Many online learning tools have features that support the acquisition of language along with features that allow for effective communication in multiple languages. The collaborative nature of online learning will also allow for students to work alongside others, developing language and confidence.

### **What are the risks with online learning and how can we keep students and staff stay safe?**

Online learning carries many similar risks to face to face learning. In addition there are new risks to consider that are unique to online learning.

We apply a number of interventions and use technical design to build safety into online learning. No activity can be entirely risk free, but our approach is designed to significantly reduce the risk associated with online learning.

*We have risk assessed each student*

To protect the staff and students, a student must have passed the assessment to begin online learning.

*We have ensured safety is part of our policy and processes*

Students and staff will have completed the ICT Acceptable Use Policy on induction to Raedwald Trust.

*We have designed the environment to minimise risk*

We have created a structured and organised environment, we have decided what tools students have access to and disabled tools that may increase risk.

*We will empower staff*

By providing training and support, staff will only use Online learning when they feel safe and ready to

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do so. We support staff to remain vigilant of 'risky' behaviours relating to technology and give them a simple way to raise concerns or anxieties with the Safeguarding leads.

**This section is for Parents/Carers to read and agree to.**

### **Logging in**

Raedwald Trust will provide you as a student with a username and password.

You keep the username and password private and not share this information with anyone else.

You must tell us immediately if you think someone else is aware of the password.

We describe the following software as part of our Online learning provision at Raedwald Trust: Office 365.

### **Sharing and saving educational work (StudentHub and the Workbook and Resources folders)**

#### **Introduction**

We will use Office 365 (MS Teams, OneNote and Sharepoint) to save educational work and share our educational work.

Your teachers can view your work and see how your child is getting on.

If you leave Raedwald Trust, we will let you download all the work you created and take it with you eg. to your school.

Never save personal information about yourself in Office365 StudentHub. This technology is just for the educational work related to Raedwald Trust.

You should never write or save things in Office365 StudentHub that would upset, embarrass or frighten people.

You should view Office365 StudentHub as you would an exercise book in school, you should be proud of your work and you should be prepared to share what you have done with your teachers on return to school or your next place of learning.

Sharing of any documents or files with other students is not permitted without instruction from your teacher.

### **Video conferencing (Office 365 Teams)**

#### **Introduction**

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We use video conferencing to support remote learning from home and to enhance learning at school.

### **Best practice guidelines for using video conferencing**

#### **Who can you video conference with?**

The Raedwald Trust staff will open a video conferencing session to work with students and their families.

It is not possible or permitted for students and their families to use the video conference together through this system - without the Raedwald Trust staff being present.

It will not be possible to enter a video conference early or stay after the teacher has left.

A video conference should be started with the responsible adult present from the home eg. A parent, carer or school eg. Teacher or teaching assistant.

#### **Video conferencing for teaching and learning**

The use of video conferencing with students will be planned and confirmed by the sending of a meeting request. The video conferencing link will be available via the student's calendar.

Every student will require a risk assessment before they use Online Learning. This will be completed by the Head of School.

Raedwald Trust staff will remind students about safety rules at the start of every video conference.

The responsible adult should not leave the student unattended when a video conference is in progress.

#### **Respecting privacy and confidentiality**

The video conference is there for the delivery of learning to students.

If an adult or student needs to discuss personal or sensitive information, **do not use a video conference – even if it appears that no one else is in the video conference.**

Personal or sensitive information would include, for example, birth date, home address, references to a student's special needs conditions, discussing the student's health, academic standards or wellbeing.

#### **Locations to video conference from**

Please remember that the video conference turns your home into a school environment. This means the students should observe the same attitude and respect that would be expected in a school setting.

#### **Advice for students and their families**

Think about the space that you will be using. Look behind you in the space you intend to video conference, is there anything on the wall behind that could be confidential or inappropriate? If so, please remove or change the location of the conference. With high definition cameras, even small text on a note can be read very easily by other people in the video conference.

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Do not sit in front of a mirror. I.e. The video conference should not feature a mirror in the background of the video you are broadcasting.

Think about the space behind you. It is ideal for the direction of the camera to be facing the student, parent and behind them a wall. If the direction of the camera is focussing on a hallway or communal area there are opportunities for other family members or pets to walk past and distract the other students in the lesson.

It may be appropriate to add a sign to the room you are video conferencing in that says 'Video conference in progress, please do not disturb'.

Tell other people in the house about the importance of the video conference and make them aware of what you are doing and that they should give you space to focus. Perhaps negotiate, with the rest of your family, having sole use of a room.

Try not to video conference from a busy area. A room which you have sole use of is best, as you can control and manage the sound levels.

Don't video conference from your bedroom. Video conference from a family space such as the kitchen, front room etc.

Consider the conversations going on around you, make sure that people who enter the space you are in, know that you are on a Video Conference. You can mute yourself in the video conference, alert the people talking close to you, then unmute yourself.

## **Video conferencing features**

### **Screen capture and recording**

It is not permitted to take photos of the video conference where people's faces can be seen. For example, you must not use a smart phone to take pictures of the video conference where faces are visible, or screen shot the call. At no point should you record any part of the lesson either.

### **Chat**

The chat feature in Teams can be very useful in providing additional resources and web links for the video conference. The chat feature is a teaching and learning space, the chat is saved and stored for future reference. Under no circumstances should the feature be used to share any information about a student or any information deemed sensitive or confidential. Nor should it be used for a catch up with other students.

You will be advised when you can use the chat feature by a member of Raedwald Trust staff. By default, chat will be turned off.

### **Screen share**

By default, screen sharing will be turned off for students. This feature can however be used by the



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Teacher to show students resources, relevant information online or presentations.

### **File share**

By default, file sharing in Teams will be turned off for students. Students should be using the My Workbook folder to share their work.

### **Collaborative spaces**

Where Raedwald Trust staff want students to use a collaborative space eg. A whiteboard in Teams or collaboration page in Notebook, they will be guided to do so as part of the lesson. Do not use these features unless you have been asked to by Raedwald Trust staff.

### **OneNote**

You may be asked to use OneNote to look at resources and complete activities. The Raedwald Trust staff will direct you when and how they want you to use OneNote.

### **Video conferencing and Online learning technical tips**

Move close to your router or wireless access point to improve the quality of the sound and video.

Stopping the video stream (i.e. turning your camera off) can help to improve the audio quality of the video conference.

Ask other people in the house to stop streaming video on any other devices eg. iPlayer during the video conference lesson, if you find that the speed is slow or the audio is not clear.

Learn to mute your microphone when not speaking so the video conference audio remains easy for everyone else to hear.

### **Safeguarding**

#### **For students**

If anything is said on a videoconference that worries you, tell a trusted adult immediately.

If anything is shown on a videoconference that worries or upsets you, close the laptop lid, turn off the monitor or turn over the tablet screen to face the table. Tell a trusted adult immediately.

If you feel you cannot tell a trusted adult in your home, please go to the Raedwald Trust home page ([www.raedwaldtrust.org](http://www.raedwaldtrust.org)) where you will see our 'Report a Concern' button in the top right hand corner. Click on here and type your concern in. Safeguarding leads at the Raedwald Trust will deal with your concern. It is monitored during week days (Monday-Friday) and during school hours (08:30-16:00), so if you report your concern in the evening, it will be picked up the next day; or if you report your concern over the weekend, it will be picked up on the next school day.

If for any reason you find the lesson overwhelming, you become distressed or upset in any way, please seek the support of your trusted adult in the first instance who can contact your school and speak to the teacher or a safeguarding lead. If you feel you cannot talk to your trusted adult, then please use the

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‘Report a concern’ button described above. Alternatively you could ring school yourself and ask to speak to a member of the safeguarding team. We are here to support you.

### **For staff**

If anything is said or shown on a video conference that raises a safeguarding concern please contact your DSL/DDSL immediately after the video conference, completing RT Safeguarding slip as per our safeguarding procedures.

### **Withdrawal of use**

The use of Online learning resources at Raedwald Trust and other digital services is not a right and may be withdrawn at any time on the programme by the Head of School / Head Teacher / CEO.

### **Being ready to learn with Raedwald Trust Online learning**

Be ready for your Raedwald Trust Online learning session as you would if you were going to a physical school building.

- Be on time - Make sure you turn up early and certainly by the time the lesson starts.
- Be appropriately dressed to learn - no inappropriate clothing such as pyjamas, revealing tops, swear words/slogans on t-shirts
- Be focussed - no games or distractions. Make sure pets or other members of the household won't disturb learning. Turn off the TV or radio please. Don't eat your lunch or breakfast during the lesson - having a light snack whilst you work is fine and perhaps have a drink nearby in case you need it during the lesson
- Be polite - use thoughtful language that is appropriate for the classroom. Think about the volume of your voice - quiet and calm voices are perfect for video conferences.
- Be present - it's ok to get some water to drink or go to the toilet, but ask the adult who is with you to leave the table first.
- Be comfortable - try to use a desk, a chair and be in a room with good lighting.
- Be thoughtful - don't talk about things that are upsetting or unkind. Don't share private information about yourself or your trusted adult.
- Be positive - be kind to other people and say nice things to them and about their work.
- Be the best you can be - try hard and have a go at all opportunities and tasks that you are given.

**Be ready - Be positive - Be kind**

My child (student) \_\_\_\_\_ and I (parent/carer) \_\_\_\_\_,  
have read and agree to abide by this safety guidance.

Date: \_\_\_\_\_

