

## Guidance to schools for distance learning

This guidance is to support schools during times of school closures, ensuring that all learners have access to learning materials to enable continuity of learning. As we start to think about how we might want to support pupils at home, we need to be mindful of very different circumstances, particularly pupil's access to technology, which may have changed as whole families are working from home. There may be children who are not able to complete online work and in these situations, schools should set alternative or complementary learning activities that do not require technology

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### Digitally Excluded Learners

What is a digitally excluded learner?

*A digitally excluded learner is defined as a learner who does not have access to an appropriate internet-connected device and/or internet connection, to engage in online learning activities from home.*

What could schools do to help with the issue of digitally excluded learners?

*Some schools have made the decision to “loan” school devices to their pupils that have identified as digitally excluded. So far, this has been done on an individual school basis, with the agreement of the headteacher. At present, the Welsh Government and Local Authority Education and IT departments are looking at ways that we can help and support this going forward.*

### Equipment Guide

Three common types of devices use in schools are Windows-based laptops, Chromebooks and Apple devices (iPads, MacBooks). The set up for these devices may need to be changed to enable it to work away from the school network.

#### Set-up

Windows Laptops – Laptops that normally connect to the school network would need to be a Windows 10 device with “Direct Access” enabled. This would then allow the user to login to the device using their school username/ password (Secondary) and still have the appropriate level of internet filtering applied. **Primary Schools - for any configuration changes for windows-based devices, please contact the IT service desk.**

iPads/MacBook's – These would not require any setup changes although a third-party managed service (Meraki, Jamf) would be beneficial to allow for the sharing of Apps and tracking the devices. An additional add-on to Meraki would allow internet filtering.

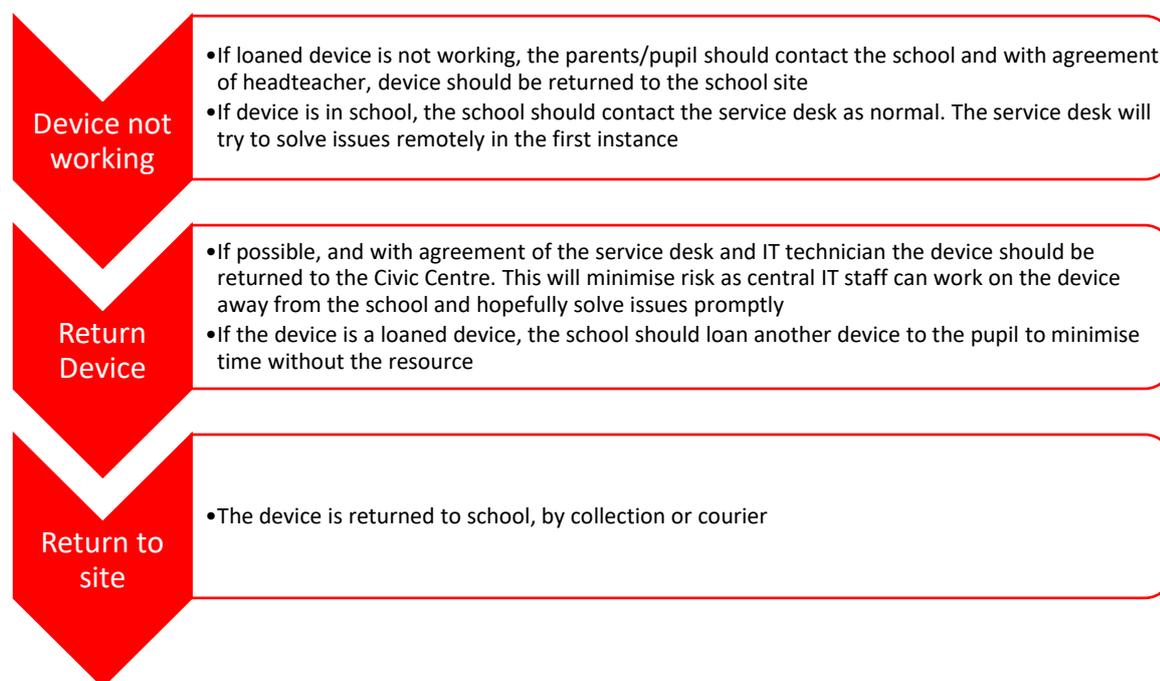
Chromebooks – These would not require any setup changes although if possible, the device should be managed within a google domain (Hwb Domain or School-Based Domain). This would allow the user to login to the device and have access to the necessary online tools. It would also allow some school determined internet filtering.

**NB - Some schools use the Council’s lease system to acquire device. Leased devices should not be loaned to pupils as this will go outside of the lease agreement.**

### **Support for Schools**

The Digital Services IT support structure is still in place for school devices and can be accessed remotely. IT Support is still accessed in the normal procedure by logging a call or request for change with the ICT Services Desk via the ICT Service Desk portal ( <https://servicedesk.swansea.gov.uk/> ), via email ( [ICT.Servicedesk@swansea.gov.uk](mailto:ICT.Servicedesk@swansea.gov.uk) ) or via the telephone on 01792 636900 (Telephone hours between 8.00 and 10.30am, and 2.00 and 3.30pm).

Due to this unprecedented situation, the following support procedure for school devices and devices that are loan to pupils should be followed:



### **Loan Agreement**

At present, all loaning of devices is the decision of a school’s headteacher, and therefore all risks fall upon the school. Therefore, it would be beneficial to use a loan agreement that both the school and parents agree and sign.

The template loan agreement, Appendix 1, can be used and/or amended by the school.

### **Acceptable Use Policy**

An acceptable use policy, Appendix 2, has been revised for Remote/Distance Learning. This can be used and/or amended by the school. The sole purpose for the acceptable use policy is to ensure that the pupils stay safe when using the school equipment at home.

## **Guide for Parental Controls on Wi-Fi**

Most home broadband providers, now offer “Parental Controls” on their Wi-Fi Routers Systems (Mobile phone providers offer similar systems). If set up correctly, this could protect children from inappropriate content and online dangers. Parental controls should be encouraged for all families, especially for those that are loaning devices from school.

A guide to how these can be accessed and enabled for the four main home broadband providers can be found here: <https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parental-controls-offered-your-home-internet-provider>

## **Online Learning Activities**

Many schools are now competent at using online tools to deliver lesson content and resources to pupils, with schools offering online homework tasks when schools are under normal conditions. Many different options are available to teachers, parents and pupils to ensure continuity of learning through school closures.

## **Available Online Resources**

There are many websites with resources freely available. These resources can help teachers, parents and pupils find appropriate tasks dependant on age and ability.

Swansea’s Virtual School has been well received by schools. New resources are being developed and added regularly, including short video lessons delivered by Swansea teachers. Briefly, the website includes guidance, information, and resources for families, schools and pupils.

- Support for parents/families
- Resources for teachers, pupils & parents
- Professional development for staff
- Supporting pupils with ALN

<https://www.swanseavirtualschool.org/>

## **Available Online tools**

**Hwb** - Hwb has produced guidance for schools and pupils, highlighting what tools are available through the Hwb platform. This includes guides for both Office365 and G-Suite.

<https://hwb.gov.wales/distance-learning/>

**Office365**– Office365 has many tools that can be used for distance learning. Office365 can be accessed by any device that has internet access including mobile and gaming devices. A few of the more useful tools are:

**Microsoft OneDrive** - Microsoft OneDrive allows the user to access files from anywhere there is an internet connection.

**Microsoft Outlook** – Microsoft Outlook is an email client that all hwb users have access too. It is encouraged that pupils can access their emails and use it as a communication tool.

**Microsoft Teams** – Microsoft teams delivers a platform for collaboration and communication. Classes can be set up easily using the pupils Hwb credentials. Within the team/class, group

conversations can be had, resources can be shared, assignments set and one to one or group calls can be made.

An example of its use can be seen here: <https://www.youtube.com/watch?v=cN5ypuZF1bl>

**Microsoft Forms** – Microsoft forms is an application that enables questionnaires and quizzes. This can be used to test pupils’ knowledge. If multiple-choice questions are used, the application will be able to “Mark” the quiz and provide a result of the test. Links to the forms can be sent to the pupils.

A video of how to create a quiz can be seen here: <https://www.youtube.com/watch?v=4IsGxoezzZA>

**Google G-Suite** – G-Suite is a set of tools similar to Office365. Some of the main tools for distance learning are:

**Google Classroom** – Google Classroom is a tool similar to Microsoft Teams that allows communication and collaboration. Classes can be set up easily via Hwb. Within the team/class, group conversations can be had, resources can be shared and assignments set.

**A video of how to set up a classroom can be seen here:** <https://youtu.be/GIN-EtPa0lw>

**Google Meet** – Google Meet is a Video Call tool similar to skype. Can be used for multiple users.

**Google Forms** – Google forms can be used in a similar way to Microsoft Forms

**Just2Easy** – Just2Easy is a collection of tools again similar to Office365, designed specifically for schools. Most pupils in Swansea will familiar with the toolset that allows pupils to access classwork at home. Some tools that may be useful are:

**J2Blast** – A Bilingual online Spelling and Times tables Tests. These can be played by the pupils on their own or in a competition setting. Personalised Wordlists can be added for the spelling tests.

**J2Code** – A setting of computational thinking tools that pupils can access on their own, with online lesson plans to guide.

**FlipGrid** - Flipgrid is a Hwb based application that allows a simple way to have short video-based discussions on classroom topics. This is a quick guide <https://static.flipgrid.com/docs/Flipgrid-Remote-Learning.pdf>

### **Teacher/School Set Activities**

The class teacher sets personalised lesson activities for their classes. This could take the form of Synchronous or Asynchronous Learning.

**Synchronous Teaching and learning** involves online studies, which are aided with communication with teachers or other class members at a specified time. This can be done with toolsets that are available through Hwb such as Microsoft Teams and Google Classrooms.

Process

1. The class follow a similar timetable to the one they have in school
2. The teacher presents the class with the resources needed to complete the lesson, these include tasks to be completed
3. The teacher is available throughout the lesson via the communication tools on the platforms.

4. The class submit the tasks and assignments
5. The teacher can use the platform-tools to assess a pupils' work and feedback appropriately

**NB** – Schools should closely adhere to their safeguarding policies, and that **live video streaming is not used** and that any video content is made available on-demand. There are a number of tools available in Hwb where this approach can be facilitated – [WG Guidance](#)

**Asynchronous Teaching and learning** can be carried out online and offline. The resources needed are posted on the same tools within Hwb and the class can access the resources at any time. (This includes downloading and completing).

#### Process

1. The teacher posts lesson content on Microsoft teams, Google Classroom or J2E. This can be done on a single or multiple lesson basis
2. The class access the resources and complete tasks within their own time
3. The class can communicate with the teacher but responses may not be instant
4. The pupils complete tasks and submit to the platform
5. The teacher can the platform-tools to assess the pupils' work and feedback appropriately

#### Guidance for Filming Lessons

Filming lesson content and sharing with pupils can improve the engagement of pupils and can be beneficial in providing clear instruction and modelling of lesson content.

In terms of how we share video content, an alternative, slightly safer method than via Office 365 Teams is to upload the videos to a video sharing site, such as Microsoft Stream (Team channel), YouTube (Private Channel) or vimeo. Another option could be to store the video within the J2E structure and sharing the link (The video will have to be made public). These do not allow the user to download the videos without illegally downloading them using an online downloader

Top tips for producing video content:

- Try not to be in the video for large amounts of time – use a screencast (Video of your computer screen) or a clear background. This is unavoidable in some videos (PE etc.) Use the whiteboard and annotation tools to improve engagement
- Have a minimum amount of people within the video – avoid using children
- Be conscious of background environments and others in the room
- Ensure the video is “moderated” before uploading the video

#### Alternatives to Online Resources

Not all learners have access to online resources or some pupils may not feel comfortable completing work online. Schools can provide learning packs to pupils which contain work that the pupil can complete.

#### Union Guidance

The most up to date guidance for teachers working during school closures can be found here:

<https://neu.org.uk/press-releases/coronavirus-crisis-joint-union-advice-covid-19-wales>

## Appendix 1

# Pupil IT Equipment Loan Agreement

### School check before loan

	Tick to agree that you have checked	Staff name	Date
School to confirm that the loan device is not a teacher/admin device, but rather is a curriculum/learner device.			
School to confirm loan device does not contain any personal, business or sensitive data.			
School to confirm the item(s) has been PAT tested – please tick (Items can only be loaned with a valid PAT test). <a href="#">What is PAT Testing?</a>			
School to confirm that item has been demonstrated to the parent/guardian in good working order			
School to confirm an inspection has been taken (or better still photo on mobile), recording the condition of the item when loaned.			
Internet Filtering has been explained to parents. If no method of internet filtering is possible, parents should be encouraged to enable parental controls on the home connection. <a href="#">Guidance available</a>			

### Parent/guardian agreement

Pupil name	Item(s) borrowed
Pupil class	Asset ID (usually a silver asset tag)
Parent/guardian name	Description
Address	Date borrowed
Email address	Due date for return
Telephone number	

[School name] is lending IT equipment to allow your child to work from home during the period of school closures. To maintain the integrity of the school and comply with copyright law, the following applies to pupils who receive school IT equipment.

By signing this form, I agree to keep all [items borrowed] equipment loans in good condition. I agree to return items(s) promptly to the school office by the return due date listed above.

I am responsible for replacement costs if the equipment is lost, deliberately damaged, destroyed or stolen. If I fail to return [items borrowed] in good condition by the return due date, the cost of repair or replacement will be due and payable to the school.

I will ensure that parental controls are applied to my home internet connection. If this is not possible, appropriate supervision will be undertaken to make sure the internet use is appropriate for age and task.

I confirm that no material other than those recommended by the school will be downloaded.

By my signature, I acknowledge I have received a copy of this agreement and all the above listed items. I have read or heard this contract read aloud, and understand the conditions of the agreement. My signature is my commitment to adhere to these responsibilities and terms.

Printed parent/guardian name:

Parent/guardian signature:

Date:

[School] representative signature:

Date:

## Appendix 2

### Acceptable Use Policy

This acceptable use policy is specifically for the use of loan school equipment at home. The main priority of this is to ensure that you stay safe and respected others when using devices to complete online learning materials.

- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my parents or the UK Safer Internet Centre - <https://www.saferinternet.org.uk/our-helplines>.
- I will not disclose or share personal information about myself or others when online (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details, etc.)
- I will not arrange to meet anyone.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring into disrepute.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not attempt to bypass any internet filtering system that is put in place.
- I understand that the school may check my computer files and may monitor the Internet sites I visit
- I will immediately report any damage or faults involving equipment or software, however this may have happened
- I understand that the school devices are primarily intended for educational use.
- I understand that making any large downloads or streaming online videos and games for extended periods, could incur charges for my parents/carers if download limits or in place
- I understand the using computers for long periods is not good for us. Screen time should be balanced with other activities (Exercise, reading, writing, Etc)

**I understand that these rules are designed to keep me safe.**

Please complete the sections below to show that you have read, understood and agree to the rules included in the acceptable use agreement. If you do not sign and return this agreement, the loaning of the device may not be granted.

Name of Learner:	
Learners Signature:	
Name of Parent:	
Parents Signature:	
Date:	

