



Improving the teaching and learning of e-Safety through an observation procedure

This procedure includes

- Appendix 1 – E-Safety Pre-Observation Checklist
- Appendix 2 – E-Safety Observational framework
- Appendix 3 – E-Safety Observation Form
- Appendix 4 – E-Safety Post Observation Feedback Sheet

Aims of this Procedure

- To judge the quality of the learning experience with regard to e-Safety
- To support staff to meet best practice standards
- To identify development and training needs of staff and learners

Introduction

This material was developed because learners of the group fed back at a Learner Conference that they felt learners with learning disabilities are sometimes discriminated against when accessing electronic technology. They felt that sometimes colleges and others restrict their access to the Internet, social networking sites, etc in order to keep the learner safe. However, learners felt strongly that they had the right to decide this for themselves (whilst recognising that sometimes they require the support of others to do this with them.) The Peer Review and Development Group) subsequently won a bid from the Learning and Skills Improvement Service (LSIS) to develop the policies, procedures, resources and materials to support this aspiration.



These materials are given freely to others to enable them to develop their own best practice with regard to e-safety and to provide a useful set of template resources that can be adopted or adapted. The PRDG are not responsible in any way for how and why colleges use these resources or the outcomes of any observational findings.

E-Safety Observations

All colleges conduct observations of staff and some also conduct walk through observations focusing on individual learners or themes that are particularly relevant to that college, for example a college might decide to observe how independently learners are working. This procedure supplies the documents that colleges may use to enable them to conduct walk through observations focusing on e-safety.

Policy

Before any observation is possible, staff and learners need to be clear about their own college's approach to e-safety. Therefore, each college should have a policy document that is analysed for equality (impact assessed) with learners and staff. A generic policy document has been produced by the East Midlands Peer Review and Development Group – this is available on the Learning and Skills Improvement Service (LSIS) website and is not reproduced here. On the website you will find two template policy documents; one also contains an Acceptable Use section and one does not. Colleges need to choose which policy best suits their needs. It would be best practice to produce an Easy Read Version of the policy documents and to share this not only with staff but with learners and parents/carers too.

Staff development

All staff will need a coherent understanding of e-safety. E-Safety should be added to your Induction Checklist to raise awareness and sessions should be held through the year or during Learning Festivals to ensure there is a consistent understanding and approach by the whole college.

Scheme of Work

Staff should be asked to embed e-safety within their Schemes of Work. To support this, disseminate the observational framework at Appendix 2, explaining to staff that these are the standards that are required at the college. Not all aspects of this framework are applicable to all sessions. Make sure staff understand this and require them to identify those aspects that can be embedded within their schemes of work and monitor this with them.

Session Plans

Once e-safety appears on the Scheme of Work there should be a straightforward procedure, either manually or through on-line systems, to bring these aspects into session plans.



Themed or walkthrough observations

Commitment to e-safety at the college can be clearly demonstrated by colleges undertaking walk-through observations with e-safety as a focus. Using the observational framework (Appendix 2) and an observation form specific for this purpose (Appendix 3) should enable this process.

During walk-through observations individual gradings are not possible but generic grades can be considered – not all colleges will want to do this – it will be something to be discussed by the college. The person responsible for leading the observational walk through should collate and analyse the observation forms and may then be able to give an overall grade for the quality of the college’s provision with regard to e-safety. This person can use the four grades used by Ofsted:

- Outstanding
- Good
- Satisfactory
- Inadequate

As with any observation it is important to action plan – in this case the action plan will probably be generic and this should be closely monitored for improvement. The action plan should include recommendations for staff training. the action plan should also include recommendations for disseminating the best practice observed. Individual action plans for staff may also be required if there are particular areas of concern noted. Individual areas could be raised with staff at 1-1 reviews and/or appraisals

At the end of the observation process feedback should be given to all a participants, the college management team and governors by an anonymised report.

Quality Assurance

The procedure is quality assured in three ways. Firstly, by the College’s usual moderation procedures.

Secondly, the observation lead person should analyse all forms to ensure that the content clearly agrees with the grade given (ie standardisation). The findings from this will be discussed at the post observation meeting of observers.

Thirdly, evaluation of the process is gathered from observees and recommendations that are appropriate will be actioned (see Appendix 4).

A post observation meeting should be held to discuss the above.

Observation forms

There are four forms.

Appendix 1 – The pre-observation form may be given to staff to raise their awareness about e-safety at either a group discussion or during a 1-1 meeting. It gives clear guidance about expectations and will empower staff to meet them. Some colleges may chose not to use this particular form.



Appendix 2 – The observational framework. This is not a check list – not every box can be exhaustively ‘ticked off’ at every observation. This needs to be made very clear to staff or there could be a misunderstanding that ‘it is not possible’. The framework is to be used by observers in order that they may come to a consistent understanding about what constitutes best practice with regard to e-safety. It will go some way to ensuring fairness during observation and will lead to a whole college understanding.

Aspects of the framework will be observed during various sessions. A college may wish to supply staff with this framework before observations so they are made aware of expectations. It could be that in some sessions no aspects are apparent. This may be due to the fact that it is genuinely not applicable or could be that the member of staff is missing opportunities to embed e-safety. This is a matter for individual colleges to make a decision about.

Appendix 3 – The observation form. Written in the same sequence as the observational framework – observers will be able to use the observational framework as they complete the form.

Appendix 4 – E-Safety Post Observation Reflection Form.



Appendix 1 – E-Safety

Pre-observation Checklist

This checklist is to facilitate the observation of E-Safety and ensure that expectations about practice are explicitly given to staff.

Staff Name:

1. Item/Issue	Completed
➤ Please make sure you have seen and are aware of the contents of the E-Safety policy and associated appendices for example the E-Safety observational framework	
➤ The observer will expect to see a Scheme of Work, Session Plan and ILP targets that refer to E-Safety	
➤ The observer will expect to see E-Safety embedded during delivery of the session	
➤ NB The observational framework for E-Safety is not a tick list or checklist – it is a series of prompts that shows you how to embed E-Safety – look through it and see if there are aspects you can introduce into your session. You would not be expected to cover it all	
➤ Remember to relate E-Safety learning to independence or employment possibilities. For example, if your session was about preparing learners for work placement then remember to remind them about their rights and responsibilities regarding sending text messages for example.	
➤ The observer will be looking for good direction about E-Safety but will not expect you to raise unnecessary anxieties in learners.	
➤ Are you using a communication style that is appropriate for the learner(s) in terms of their learning needs?	



Appendix 2 – E-Safety

Observational framework

This document is a list of statements which you may use as a prompt when observing – this is not an exhaustive tick box or checklist. It is not the observation form. Only use this form to prompt you whilst you are observing - all comments must be made on the observation form itself (Appendix 3) and not this form

1. Session	Completed
➤ Schemes of work show clear references to for e-safety and how learning will be supported.	
➤ Staff have planned for e-safety features into the session plan.	
➤ Staff files show clear risk assessment, baseline assessments and plans for e-safety.	
➤ Staff are aware of individual needs and risk factors associated with e-safety.	
➤ Staff promote safe e practices	
➤ E-Safety posters and advice/guidance literature are available to the learner in an accessible and meaningful medium.	
➤ Schemes of work show clear references to for e-safety and how learning will be supported.	

2. Communication, Motivation and Engagement	Completed
➤ Staff take opportunities to promote or challenge e-safety when teaching or leading discussion or 1-1 conversations.	
➤ Staff give clear messages about for e-safety.	
➤ Staff are positive about for e-safety and the benefits this can bring to the individual.	
➤ Staff are able to explain for e-safety in a manner that the learners in the group understand.	
➤ Staff tone and pace are appropriate to the needs of the learners and do not raise unnecessary fears in the learners.	



3. Impact on Learning and Assessment	Completed
➤ Staff have access to the learner's starting point RE for e-safety (i.e. from behaviour plans, e-safety risk assessments, etc) and are able to use these to promote learning.	
➤ Learning is at the right level for the learner.	
➤ Learners are actively encouraged to take responsibility for their own e-safety.	
➤ Learners are encouraged to offer their own views and think for themselves.	
➤ Learners are encouraged to manage risk and make informed choices.	
➤ Learners are encouraged to link E-Safety practices to work and to home life.	
➤ Staff effectively identify barriers to the learner's understanding RE e-safety and are able to inform the appropriate person about any challenges the learner faces.	

4. Impact on Achievement and Standards	Completed
➤ Learners understand what they are doing regarding E-Safety (identified by ongoing checks of learning).	
➤ Learners are encouraged to own their approach to E-Safety and go on to develop independence in this area.	
➤ Learners are working at the expected level of e-safety.	
➤ Learners show an active interest in staying safe.	
➤ Learners are aware of what challenges them about e-safety and what they need to do to improve.	
➤ Learners are encouraged to make use of for e-safety resources including the LA available to them.	

5. Contribution to Equality and Diversity	Completed
➤ Staff are aware of the need to ensure that learners are sensitive to bullying, harassment and discrimination that can occur when using e-communications.	
➤ The staff encourage behaviours that contribute to an inclusive learning environment (ie no text bullying, etc).	
➤ The staff take action to protect learners from risk of harm e.g. explaining safeguarding, helping learners to complain, or report bullying that happens in an e-context.	



6. Impact on Personalised Learning	Completed
➤ The staff provide individual learners with informed choices about their e-safety needs as required.	
➤ Staff identify resources available for the provision of self-study regarding e-safety.	
➤ Staff promote self advocacy for individual learners in relation to e-safety.	
➤ Staff undertake an advocate role where required.	
➤ Staff contribute to initial assessment of e-safety and on-going monitoring.	
➤ The progress of individual learners is monitored carefully, records are kept and learning plans are regularly updated.	
➤ Staff update reviews or tutorials about the learners they support.	

7. Impact of use of ILT skills	Completed
➤ Staff skills in using e-communication safety exceeds or matches those of the learner/s they are working with.	
➤ Staff identifies and shares good practice and resources with other staff in the group.	

8. Learner Voice (talk to learners where an opportunity presents itself)	Completed
➤ The learners agree that they are safe.	
➤ The learners are able to articulate in a way appropriate to them how they have been assessed for e-safety, how they have been supported and who they can go to for help.	
➤ The learners are able to state their short and long-term targets regarding e-safety.	
➤ The learners feel that there are adequate resources and time given for them to understand e-safety.	
➤ The learners are happy with personal safety at college.	



9. Impact on Every Child Matters and Safeguarding	Completed
➤ Staff work with E-Safety risk assessments effectively.	
➤ Staff are observed overseeing the welfare and safety of learners at break times and in supported placements or during evenings in the residential accommodation.	
➤ Staff are aware of the College's E-Safety policy and relate this to activities in the class and supported placement.	



Appendix 3 – E-Safety

Observation Form (linked to observational framework at Appendix 2)

Observers: please use observational framework at Appendix 2 as a prompt or guide for what you are looking for under each section:

Type of Learner (please circle on the right)	<p>EFA</p> <p>SfA</p> <p>Adult Trainee</p> <p>Mixed Adult/FE</p> <p>Other (explain)</p>
Observer	
Moderator present?	
Session/s observed	
Date and times of walk through	

1. Session



2. Communication, Motivation and Engagement

3. Impact on Learning and Assessment

4. Impact on Achievement and Standards

5. Contribution to Equality and Diversity

6. Impact on Personalised Learning



7. Impact of use of ILT skills

8. Learner Voice (talk to learners where an opportunity presents itself)

9. Impact on Every Child Matters and Safeguarding

The quality of e-safety during this walkthrough was (please circle):
Outstanding Good Satisfactory Inadequate
Recommendations

Observer signature

Please return this form to **



Appendix 4 – E-Safety Post Observation Reflection Form

Following your observation we would like to ask for some feedback on the experience.

- Was the pre-observation advice and guidance useful to you in preparing for the walk through observation?

- You should have been given a copy of the observational framework being used for the observation – did you understand it and did it give you a useful insight into what constitutes best practice with regard to E-Safety?

- Was the observer unobtrusive during the session?

- Have/will you discuss the generic action plan arising from this walkthrough with your Team Leader or Mentor?

- Do you think that walk through observations are helpful in disseminating best practice?

Thank you for taking the time to respond. Please return your response to ***



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