

Remote Learning Policy January 2021

Kingshurst Primary School



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Approved by:	K Hunter	Date:
Approved by:	Governors	Date:
Next review due by:	(Reviewed half termly)	

Contents

Rationale	3
Remote Education	3
Policy Aims.....	3
Learning Materials.....	3
Flexibility of Learning	4
Resources and devices	4
Safeguarding.....	4-5
Online Safety.....	5
Roles and Responsibilities.....	5-7
Data Protection.....	7
Links with other policies.....	8
Useful links for parents.....	8
APPENDIX 1 (DFE Expectations).....	9 - 10
APPENDIX 2 (Remote Learning Expectations/Checklist for Staff).....	11-13

Rationale:

The coronavirus (COVID-19) pandemic has resulted in an unprecedented challenge for our school system, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with legal requirements and guidance in place to tackle the virus. Kingshurst Primary School is responding to this with a strong and proactive commitment to providing remote education, in these challenging and uncertain circumstances.

This policy has been written to fulfil the DFE's guidance and expectations on the quality of remote education ([Full Opening Guidance: Schools](#)). From 22nd October 2020, Kingshurst Primary has a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. Mrs V. Baker (AHT) and Mrs M. Dempsey (EYFS Lead) are responsible for leading the provision for remote education during this time.

Remote Education:

If a national or local lockdown is implemented, Kingshurst Primary School will offer immediate access to remote education for pupils that are required to remain at home. If there is not a 'lockdown' (national or local), but a year group, pupil or family needs to self-isolate, the school will immediately implement remote learning for that group or individual(s).

Pupils will not be penalised for their non-attendance during this time.

Policy Aims:

-  Minimise the disruption to pupils' education and the delivery of the curriculum.
-  Ensure provision is in place so that all pupils have access to high quality learning resources.
-  Set out expectations for all members of the school community with regards to remote learning.
-  Advise how to protect pupils from risks associated with using devices connected to the internet.
-  Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
-  Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning

Learning Materials:

The school will deploy and utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. Staff will endeavour to provide content which children are familiar with when in school to support a 'blended' learning approach.

This will formulate our 'Our Remote Learning Offer'

For the purpose of providing remote learning, the school may make use of:

-  Classdojo
-  Home Resource packs or Work booklets
-  Current online learning portals
-  Pre-recorded video or audio lessons linked to schemes adopted in school (White Rose Maths, Phonics)
-  Recorded Teaching (Oak Academy, BBC Bitesize)
-  MS Sways
-  MS Teams
-  Educational Websites including those with a school subscription

We may review the DFE's list of [Online Education resources](#) and utilise these tools as necessary, in addition to existing resources.

Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

-  Parents may be trying to work from home so access to technology as a family may be limited
-  Parents may have two or more children trying to access technology
-  Teachers may be trying to manage their home situation and the learning of their own children
-  Technology may not always function as it should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Resourcing and devices:

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for remote learning.

Children will be provided with a home learning book and pencil to record work completed at home.

Work packs and specific resources will be made available for parents to collect and additional resources requiring printing will be made available for families who do not have access to a printer.

Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure that all pupils remain fully supported during their remote learning period.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment.

School will engage with the DFE technology for schools' initiative to secure additional devices for families with greatest need.

Safeguarding:

Ensuring safeguarding arrangements remain effective whilst children are learning at home is a key priority.

This section of the policy will be enacted alongside the Child Protection and Safeguarding Policy to include provisions for keeping children safe during the coronavirus pandemic. We will continue to follow these procedures for pupils who remain at home, where appropriate, until they are able to return to school by ensuring that:

- The best interests of pupils always come first.
- If anyone in school has a safeguarding concern about a pupil, they act immediately
- A DSL is always available
- Pupils who remain at home are protected whilst online
- Welfare calls are made during the remote learning period

In addition, the Designated Safeguarding Lead (DSL) will:

- Identify 'vulnerable' pupils via risk assessment prior to the period of remote learning.
- Arrange for regular contact to be made with vulnerable pupils working remotely once per week at minimum, with additional contact, including home visits, arranged where required/possible.

- Ensure all contact with vulnerable pupils will be recorded appropriately in line with school recording procedures.
- Keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote learning, as required.
- Provide vulnerable pupils with a means of contacting themselves or an assigned member of the school inclusion team – this arrangement will be set up prior to the period of remote learning.
- Where applicable, meet with relevant members of staff to discuss any new or relevant safeguarding arrangements for vulnerable pupils learning remotely.

Online Safety:

This section of the policy will be enacted in conjunction with the school's E-safety Policy. Kingshurst Primary school will:

- Risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- Ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections and allow for audio and visual material to be downloaded, where required.
- Communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- Maintain regular contact with parents to:
 - ❖ Reinforce the importance of children staying safe online
 - ❖ Ensuring parents are aware of what their children are being asked to do
 - ❖ Encourage them to set age-appropriate parent controls on devices and internet filters to block malicious websites.
 - ❖ Direct parents to useful resources to help them keep their children safe online via school website.

The school will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Roles and Responsibilities:

Senior Leadership Team:

-  *Ensure the policy is deployed with all best endeavours and oversee the wellbeing and practicalities of reasonable delivery by all staff.*
-  *Ensure the delivery of a cohesive remote education that aligns with curriculum planning thus enabling a 'blended' learning approach for pupils required to work at home.*
-  *Monitor the effectiveness of remote learning by gaining feedback from pupils, parents and staff.*
-  *Ensure a robust and rigorous response to safeguarding and e-safety in line with school policies.*
-  *Provide high quality CPD opportunities to support all staff with the development needed to deliver remote learning.*

SENDCo:

-  *Ensure provision for vulnerable learners and those with additional needs is monitored closely and that planning is adapted to meet needs in an inclusive approach.*
-  *Support teachers in delivering inclusive approaches.*

Subject Leaders:

Alongside their teaching responsibilities, subject leads are responsible for:

-  *Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.*
-  *Working with teachers to make sure work set supports a 'blended' learning approach in line with national curriculum expectations for their subject.*
-  *Alerting teachers to resources they can use to support the delivery of their subject remotely.*

Teaching Staff:

When providing remote learning, teachers are responsible for providing learning for their current class and must be available between 8.30am-3.30pm on their working days. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

There are a range of scenarios in whereby teachers are responsible for remote learning expectations:

Reason for Absence	Remote Learning Provision
My child is not ill/required to self isolate but I am choosing not to send them to school	We will not set work. We will not authorise the absence and will follow our attendance procedures.
My child is absent through illness	We will not set work, but we wish them a speedy recovery and hope they get well soon!
My child is isolating due to a sibling with the symptoms of Covid-19 and/or a sibling/household member having a positive test result for Covid-19 or had direct contact with someone testing positive.	Children will have immediate access to online subscription sites through personal logins, activities will be assigned to match their age and ability. A pack of work will be available* by the end of the first day of isolation, to be completed daily and covering all areas of the curriculum depending on the age/stage of the child. This will include web links to any videos matching learning in school. *(This can be collected or sent electronically)
My child's full class bubble is isolating due to a member of the bubble having a positive test result for Covid19	Remote-learning will be shared daily via Class Dojo and uploaded to the year group page on the school website. This will be: <ul style="list-style-type: none"> <i>A daily Maths and English lesson.</i> <i>3/4 tasks for foundation subjects each week linked to the year group curriculum.</i> <i>Daily phonics lessons will be planned for pupils in EYFS to Year 4.</i>

To fulfil this provision, teachers are responsible for:

-  *Sharing a weekly timetable outlining the structure for the week, if the bubble is closed or a national lockdown is in place.*
-  *Using resources and schemes currently deployed in school to support a 'blended' learning approach e.g. White Rose Maths, Phonics, BBC Bitesize, as well as other resources identified by school curriculum leaders such as recorded lessons by the Oak National Academy.*
-  *Teachers will outline the work daily via their classdojo page.*
-  *Teachers will provide feedback on work – pupils are expected to share their work with their teacher via class dojo. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate.*

-  *In the event of a self/class bubble isolation, teachers will telephone pupils/parents for a wellbeing call at the end of the first week of the 2-week isolation period.*
-  *Each year group will have a remote learning page on the school website where all resources and additional information can be found such as extension tasks, support documents for parents or links to useful websites/apps. These can be printed by staff who are on site, ready for parents to collect if they do not have the technology to access at home. (Printed resources will be kept to a minimum)*
-  *In the case of a national or local lockdown, teachers will call pupils/parents at least every 3 weeks. Any concerns will be recorded and Head teacher/DSL alerted. If there has been no communication from either a parent or child by day 3 of lockdown/self-isolation period starting (via classdojo), the class teacher or SLT member will call parents/pupils on day 4. Vulnerable pupils will be called weekly - CP/EHCP/identified pupils, this will be done by members of the inclusion team.*
-  *Emails/messages received from parents and pupils through classdojo or sent to the school office will be checked between 8.30am and 3.30pm, Mon- Fri. Teachers will aim respond to pupil/parent emails within 48hours.*

Teaching Assistants:

When assisting with remote learning, teaching assistants must be available between 8.30am-3.30pm on their agreed working days. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. When assisting with remote learning, teaching assistants are responsible for:

-  *Supporting pupils who aren't in school with learning remotely particularly those with additional needs.*
-  *Liaising with class teachers to support planning and resourcing differentiated learning.*

Parents/Carers:

-  *Make the school aware if their child is sick or otherwise can't complete work.*
-  *Seek help from the school if they need it.*
-  *Be respectful when making any complaints or concerns known to staff*
-  *Support the home-school learning in place by engaging with communication systems (classdojo) including sharing work where possible.*

Governors:

-  *Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.*
-  *Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons*

Data protection:

When accessing personal data for remote learning purposes, Kingshurst Primary School will ensure:

- Teachers are able to access parent contact details via school office using a secure password.
- Any information is not shared with third parties.
- School laptops and tablets are the school's preferred devices to be used when accessing any personal information on pupils
- Staff members will take appropriate steps to ensure their devices remain secure.

Links with other policies:

- E-safety Policy
- Child Protection and safeguarding Policy

Useful links for parents:

Subject Area	Website Link
School Website	<ul style="list-style-type: none"> ➤ Kingshurst Primary School <ul style="list-style-type: none"> ○ https://www.kingshurst.solihull.sch.uk/useful-links/
All Subject Areas	<ul style="list-style-type: none"> ➤ Oak Academy Online Lessons <ul style="list-style-type: none"> ○ https://classroom.thenational.academy/ ➤ Bitesize Primary <ul style="list-style-type: none"> ○ https://www.bbc.co.uk/bitesize/primary
Literacy Reading Phonics	<ul style="list-style-type: none"> ➤ Oxford Owl Resources <ul style="list-style-type: none"> ○ https://home.oxfordowl.co.uk/ ➤ Read, Write Inc Phonic Videos <ul style="list-style-type: none"> ○ https://www.youtube.com/playlist?list=PLDe74j1F52zR84eglycRjjXMafuet0zJI
Maths	<ul style="list-style-type: none"> ➤ White Rose Maths Home Learning <ul style="list-style-type: none"> ○ https://whiterosemaths.com/homelearning/ ➤ Times Table Rockstars <ul style="list-style-type: none"> ○ https://trockstars.com/ ➤ My Maths <ul style="list-style-type: none"> ○ https://www.mymaths.co.uk/
Website Subscriptions	<ul style="list-style-type: none"> ➤ Education City <ul style="list-style-type: none"> ○ https://www.educationcity.com/
Wellbeing	<ul style="list-style-type: none"> ➤ imoves <ul style="list-style-type: none"> ○ https://imoves.com/the-imovement ➤ Educational App Store <ul style="list-style-type: none"> ○ https://www.educationalappstore.com/best-apps/5-best-mental-health-and-wellbeing-apps-for-kids ➤ Mental Health <ul style="list-style-type: none"> ○ https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people ➤ Barnados <ul style="list-style-type: none"> ○ https://www.barnados.org.uk/what-we-do/helping-families/mental-health ➤ Kidscape <ul style="list-style-type: none"> ○ https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/ ➤ Young Minds <ul style="list-style-type: none"> ○ https://youngminds.org.uk/find-help/for-parents/ ➤ Child line <ul style="list-style-type: none"> ○ https://www.childline.org.uk/toolbox/
Online Safety	<ul style="list-style-type: none"> ➤ https://www.kingshurst.solihull.sch.uk/useful-links/ ➤ https://www.priorygroup.com/young-peoples-services/a-parent-s-guide-to-keeping-children-safe-online ➤ https://www.nspcc.org.uk/keeping-children-safe/online-safety/ ➤ https://www.thinkuknow.co.uk/parents/ ➤ https://www.saferinternet.org.uk/advice-centre/parents-and-carers

DFE: Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in [how schools can plan for tier 2 local restriction](#).

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

APPENDIX 3:

Remote Learning Expectations / Checklist

See also Remote Learning Policy 2020 in particular page 6 - 7 and safeguarding procedures.

Checklist

- Teacher availability 8.30am-3.30pm (support staff to support class teacher during these times as appropriate)
- Year group organisation led by year group leader – Planning, sways, communication, website, packs of work
 - ✓ Weekly timetable - Weekly Timetable with overview of subjects (Exemplar **provided 2nd page**) and Sway per day (organised as you prefer, 1 per year group)
 - ✓ Daily Sway link shared on ClassDojo
 - ✓ Weekly learning packs / resources uploaded on school website – School Website - [Year Group Pages and Remote Learning](#)
 - (Where possible avoid setting tasks and activities which require printing)
 - ✓ Printed by staff onsite for collection to be communicated and organised
 - ✓ Teacher feedback for work shared by parents on ClassDOJO
 - Individual feedback for Maths and Literacy
 - Positive commentary / next steps. 'Great use of adjectives in your description, can I challenge you to remember your capitals and full stops.'
 - Link positive comments to next day's learning on sway – 'Well done on your maths work yesterday, I can see you all had a go at my challenge!'

Communication from parents

- ✓ Emails/messages received from parents/pupils through ClassDOJO, response expected within working hours and within 48hrs on working days.
- ✓ School email will be checked between 8.30-3.30pm. Emails will be forwarded by office staff to you and a response expected within 48hrs.

Wellbeing calls

- Class Bubble Isolation – teachers will telephone pupils/parents for a wellbeing call at the end of the first week of the 2-week isolation period.
- Local / national lockdown – call parents/pupils at least every 3 weeks.
 - ✓ If **no** communication from parent/pupil by day 3 of lockdown/ self-isolation period via ClassDojo – Class teacher or inclusion/SLT will call parents on Day 4 Please communicate this in the first instance to the inclusion team and make your phase leader / SLT aware.
- Vulnerable pupils will be called weekly by inclusion

Timetable Expectations per week

- Curriculum Leads to direct wellbeing, awareness, celebrations and other events as appropriate
- Support staff to support class teachers with work for groups / children as needed – send / phonic groups etc.
- Differentiation – consider how you can share this appropriately
 - Group activities can be shared to specific groups of children via your classroom dojo page groups link
 - Sway activity links – be careful of the visibility of differentiation – try activity 1, activity 2
- RWI – virtual classroom resource (KB has sent out information for this)

PHASE	EYFS	KS1	LOWER KS2	UPPER KS2	ALL
SUBJECT	RWI Phonics	RWI Phonics	RWI Phonics / SPAG?	SPAG?	Wellbeing, awareness, celebrations and other events to be covered as and when appropriate Online safety for parents
	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	
	Literacy	Literacy	Literacy	Literacy	
	3/4 tasks for Foundation subjects per week				
	Story time / Reading at home	Story time / Reading at home	Story time / Reading at home	Story time / Reading at home	
subscriptions websites etc.	EYFS@Home, Education city <i>Reading app/subscription</i>	Times Table Rockstars Yrs. 2 - 6/ Education City <i>Reading app/subscription</i>			

EYFS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	RWI virtual classroom e.g. Letter sound th / word time				
R / CAL - Nursery	Phase 1 phonic related activity / RWI when appropriate				
Literacy	As appropriate linked to book theme / maths book spine				
Maths	White rose maths Session 1				
EYFS Learning Areas	Communication and Language Development (CL)	Physical Development (PD)	Expressive Arts and Design (EAD)	Understanding the World (UW)	
Other	Education City Reading App/Subscription				

KS1 & KS2	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics / GAPS	RWI virtual classroom Gaps Activity				
Literacy	English Task - ?				
Maths	White Rose Maths Session x				
Foundation	3/4 foundation subjects across the week				
Other	Education City Reading App/Subscription TTR				