Kingsbury Green Primary School

Remote Learning Policy

DATE OF REVIEW	September 2020
NEXT REVIEW DATE	September 2021
RESPONSIBILITY	Acting Deputy Headteacher

KGPS
Kingsbury Green Primary School

EMPATHY   AGILITY   HARDWORK

Aims

In the event of school closure, this remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out the expectations for all members of our school community with regards to remote learning
- Provide appropriate guidelines for data protection

DFE Expectations

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring 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 offer 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*

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.

- **Guidance Full Opening: Schools DFE, 28 August 2020** https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Timescale

This policy will come into immediate effect in the event of:
1. a full lockdown involving the whole school
2. a partial lockdown involving either a whole bubble or part of a bubble
3. individual children being affected

Roles and responsibilities

Role	Responsibilities
Head Teacher DSL	• Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents. • As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy 2019 and the Safeguarding Policy Addendum for School Lockdown 2020. • Monitor the security of remote learning systems, including data protection and safeguarding considerations.

Acting Deputy Head	• Co-ordinate the remote learning approach across the school
	  - Liaise with AHTs, Year Managers, Class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate
	  -Liaise with IT Office staff to publish online materials via the school website
	• Co-ordinate access links, monitor and provide feedback on live lessons
	• Monitor remote learning emails for phase and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below

Assistant Heads for EYFS and KS1	• Liaise with year groups and ADH to ensure deadlines for producing remote learning are met for those affected by school closure • Liaise with Year Managers/Class Teachers to co-ordinate provision for those individual pupils who need to isolate • Co-ordinate access links, monitor and provide feedback on live lessons • Monitor remote learning emails for phase and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
Year Managers	• Support teams with creating accessible remote learning content and ensuring deadlines for updating MT/website are met each week • Provide materials for those individuals who need to isolate • Promote Acceptable Use Policy with teams • Liaise with Teachers and Additional Adults: co-ordinate and monitor remote content including the attendance and record keeping of live Reading lessons. Follow up non-attendance. • Monitor registration calls home and report concerns in first instance to AHT/DHT. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
SEND Leads	• Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children • Liaise with Learning Support Assistants to ensure that alternative work has been provided for SEND pupils where necessary • Make weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
Teachers	• <mark>**Setting Remote Learning in the event of Whole or Partial Lockdown**</mark> Teachers are responsible for: - Delivering lessons live or recorded and setting learning assignments for children in their class/year group on a weekly basis using Microsoft Teams. Teachers of children in EYFS and KS1 may use a combination of alternative online platforms to deliver lessons, eg. Busy Things and set assignments via the Learning at Home page on the KGPS website. Maths lessons for all children will continue to be accessible using the White Rose Maths links via the school website. Teachers may also set work that incorporates online platforms and materials recommended by the DfE eg. Oak Academy. In the absence of hands-on-access to books during remote learning, children should be encouraged to continue to access the Oxford Owl reading materials. * See Appendix 1 for login details. - Ensuring that any materials that need to be uploaded to the school website are forwarded to the ADH by Tuesday of every week, ready for publishing the following Monday. • **Year Group Expectations**

The table below sets out the content of our remote learning approach in line with the age and stage of our children. For children in our Early Years Foundation Stage, we know that learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically. During remote learning, EYFS teachers will provide, via the school website, a mixture of short, online lessons plus ideas for practical and creative activities that children and parents can engage with at home.

EYFS	KS1	KS2*
Daily lessons include:	Daily lessons include:	Teachers will use Microsoft Teams to deliver daily lessons which include:
• Reading/Phonics **• Maths using WRM** **• Ideas for Creative Play**	<u>Year 1</u> **• Reading/Phonics** **• English** **• Maths using WRM** **• Ideas for Creative Play**	**• Live Reading with a group of six pupils** **• English** **• Wider Curriculum; Science and History/Geography** **• Maths using WRM** **• Once a week, teachers may also provide a live 'surgery' lesson to check for understanding and respond to children's questions.**
Children may access Reading and Phonics materials via Oxford Owl.	<u>Year 2</u> Teachers will use Microsoft Teams to deliver daily lessons which include: **• Live Reading with a group of six pupils** **• English** **• Wider Curriculum** **• Maths using WRM**	
	Those children not involved in daily reading lessons should be encouraged to continue to access reading via Oxford Owl.	Those children not involved in daily reading lessons should be encouraged to continue to access reading via Oxford Owl. *See below for example of Remote Learning Time Table

- **Example of Remote Learning Timetable**

Year Five				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Live Reading Lesson: Group A *Children not in this group are expected to read daily using their books or Oxford Owl accounts.*	**Live Reading Lesson: Group B** *Children not in this group are expected to read daily using their books or Oxford Owl accounts.*	**Live Reading Lesson: Group C** *Children not in this group are expected to read daily using their books or Oxford Owl accounts.*	**Live Reading Lesson: Group D** *Children not in this group are expected to read daily using their books or Oxford Owl accounts.*	**Live Reading Lesson: Group E** *Children not in this group are expected to read daily using their books or Oxford Owl accounts.*
Maths White Rose Maths Recorded Lesson	**Maths** White Rose Maths Recorded Lesson	**Maths** White Rose Maths Recorded Lesson	**Maths** White Rose Maths Recorded Lesson	**Maths** White Rose Maths Recorded Lesson
English Live/Recorded Lesson	**English** Live/Recorded Lesson	**English** Live/Recorded Lesson	**English** Live/Recorded Lesson	**English** Live/Recorded Lesson
Science Live/Recorded Lesson	**History** Live/Recorded Lesson	**Weekly Live Surgery; Feedback**	**Science** Live/Recorded Lesson	**History** Live/Recorded Lesson

- **Timeline for Implementing Remote Learning**

1. Promote Acceptable Use Policy with pupils and families
2. Reissue logins to pupils: MT and Year Group email accounts
3. Promote access to MT/Oxford Owls/Times Tables Rock Stars using initial Computing lesson
4. Promote year group How to Access video guides on the school website

	5. Identify those lessons within teaching sequence that require live/recorded delivery and set assignments; continue to use PowerPoint for other instructional content 6. Forward materials not accessible by MT to ADH by Tuesday of each week 7. Identify target groups of children for live reading lessons and establish lessons 8. Commence daily phone calls of children prioritising vulnerable pupils and log outcomes using school system; LM/Pastoral/SEND leads to target key children. 9. Respond to daily registration. 10. Identify those children without online access and liaise with Pastoral team for alternative provision 11. Monitor learning and provide feedback via Tapestry/MT/email accounts 12. Report any concerns to LM/DSL • **Providing Feedback** - Teachers in EYFS will monitor parental contributions on Tapestry and provide timely and constructive feedback where appropriate. - Teachers in Year 1-6 will acknowledge and provide individual written feedback to all children's submitted work within 24 hours via MT/Year Group email accounts. Greater weight should be given to providing feedback for Writing outcomes in English (first drafts and redrafts). - In live Reading lessons immediate feedback to individuals/groups should be provided in line with our Reading Reconsidered/Group Reading approaches and Feedback Policy - In Mathematics, and where quizzes have been set, children will be encouraged to self-mark using the answers provided. For younger children, parents and carers should be encouraged to support. - Teachers may also use individual children's work to provide whole class feedback via live/recorded lessons • **Providing Remote Learning for Children with No Access to Online Platforms** Teachers are responsible for: - Liaising with the Pastoral Team in the first instance to check children's eligibility for technical support via internet access/laptop provision - Providing paper print outs of English, Wider Curriculum and Mathematics learning and answers on a weekly basis to assist home delivery by Pastoral Team - Communicating with families via telephone to explain expectations and provide guidance and support ==**Setting Remote Learning in the Event of Individuals Being Affected**== **Where a child is unable to attend school because they are complying with clinical or public health advice the school will endeavour to:** - Provide lesson material in the form of PowerPoint teaching slides and worksheets for children to complete - Encourage families to access online resources signposted on the school website • **Keeping in Touch with Pupils who are Not in School and their Parents/Carers** Teachers are responsible for: - Responding to morning registration communication each day between 8:30 and 10:00 am and liaising with HLTA to support where necessary. - Responding to emails from pupils/parents on a daily basis during normal working hours. - Telephoning pupils (3 per day) – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones. Where this is not possible because staff are working from home and using personal devices, then teachers must withhold their personal numbers. Outcomes of calls must be recorded in Teacher Resources- Coronavirus – Class Registrations. - Teachers must report concerns ie. Lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc in the first instance to their Year Manager. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
Learning Support Assistants	• Be available for timetabled Zoom/Microsoft Team calls with allocated year group colleagues/class. • Where appropriate respond to online registration/feedback to pupils and provide live reading lessons as directed by class teacher. • Report any concerns in the first instance to class teacher/Year Manager. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below • Liaise with SEND leads and teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs.
Pastoral Team	• Monitor children's engagement with online registration and learning/weekly phone calls. • Conduct regular welfare checks with families of vulnerable children and those with no recourse to public funds. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below • Compile and deliver remote learning packs for those families without access.
Governing Body	• Monitor the school's approach to providing remote learning to ensure the education offer remains high quality.

	• Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
IT Office Staff	• Update school website with remote learning and keep parents/carers informed of updates • Provide technical support for staff. • Support families with technical difficulties in order to enable remote access. • Review the security of remote learning systems and identify any data protection breaches.
Pupils	• Read and agree to the Acceptable Use Policy terms and materials. • Register online between the hours of 8:30 and 10:00 am each day using Year Group email accounts. • Complete online learning. (Children are not expected to print out worksheets but should use Purple Home Learning books to record responses and complete assignments using Microsoft Teams/Word where applicable. In the case of extended remote learning, then the school will provide English and Maths books.) • Alert teachers if work is not submitted. • Seek help from teachers online if needed.
Parents/ Carers	• Read and support children with understanding the Acceptable Use Policy terms and materials. • Support children each day to make sure that they have registered, accessed learning and submitted tasks. • Alert staff if their child is sick or unable to submit learning. • Seek help from teachers using Year Group email accounts/ seek help from school staff using office1@kgreen.brent.sch.uk where necessary.

Virtual Meetings

During remote learning, all staff are expected to:

- Be available to attend virtual meetings
- Dress in an appropriate and professional manner
- Select areas to be recorded for virtual meetings carefully: there should be little background noise and there should be nothing inappropriate/personal visible. (Blank/neutral backgrounds are ideal to prevent sharing of personal details or information about staff.)

Who to contact

If staff have any questions or concerns they should contact the following individuals:

- Issues in setting work – ADH
- Issues with IT – in first instance school IT lead Osayomore Aderogba, then Outreach ICT Manager, Vishal Ladha
- Issues with workload/wellbeing – line manager and HT if necessary
- Issues/concerns with data protection – follow school Data Protection Policy
- Dealing with concerns/complaints from families – contact YM in first instance, then AHT/ADH
- Concerns about safeguarding – contact school DSL Reena Shah/ DDSL, Senior Pastoral Officer Eileen Dunne/DDSLs Jo McDermott/Kareena Bathija

Data protection

When accessing personal data for remote learning purposes, all staff members will:

- Have read, agreed and signed terms and conditions of the Acceptable Use Policy.
- In the event of remote learning, office staff will make available the contact details of pupils in the Coronavirus Folder on Teacher Resources.
- Contact details of pupils should not be downloaded on to own personal devices.

Processing personal data

Staff members may need to collect and/or share personal data such as personal contact numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. Personal emails of staff should never be used or shared with parents or pupils - dedicated year group admin email addresses must always be used.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time

- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

Our Child Protection/Safeguarding Policy has been updated to reflect the current situation, an addendum entitled: Safeguarding Policy Addendum for School Lockdown 2020 has been included.

Monitoring arrangements

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher and Acting Deputy Head teacher. At every review, it will be approved by the governing body.

Links with other policies

This policy should be read in conjunction with the following policies:

Possible School Covid-19 Lockdown Plan

Child Protection/Safeguarding Policy and the Safeguarding Policy Addendum for School Lockdown 2020

Behaviour and Motivation Policy and the Behaviour and Motivation Policy Covid -19 Addendum

Data Protection Policy

Online Safety Policy

Acceptable Use Policy

Home Learning Policy

Appendix 1

Oxford Owl Logins

Class	Username	Password
Nursery	Sunflowers1	Reading
Stars	starseyfs	Starschildren
Sunshine	sunshineeyfs	Sunshinechildren
Rainbow	rainboweyfs	Rainbowchildren
1AP	1apap	Reader1
1MK	1mpmp	Reader1
2D	year2ad	Superreader
2A	year2ma	Superreader
2YD	year2yd	Superreader
3S	Shaw3S	Superspellers
3M	Majothi3M	Superspellers
3B	Brommage3B	Superspellers
4B	Bhatia4B	Superspellers
4J	Johns4J	Superspellers
4C	Chesney3C	Superspellers
Year 5	year5kgps	Superreaders2020
	year5kgps1	Confidentreaders2020
Year 6	year6kgps	Superreaders2020
	year6kgps1	Confidentreaders2020
TCB	tcbreaders	Superspellers