# Kingshill Church School

## Strategy for Remote Learning

## Updated from January 5th 2021 – Period of National Lockdown

### Introduction and Rationale

Since the Government announcement of a National Lockdown on 4th January 2021 and the closure of schools to most pupils, we have been delivering remote learning since 5th January.

The situation is very different to the first Lockdown in March, as government guidance this time is that schools should be setting more work (3-4 hrs for KS1 and KS2) and have a system in place for checking whether pupils are engaging with home learning. We must work with families to rapidly identify effective solutions where engagement is a concern and if further support for families is needed then we will work with the Education Welfare Officer. We will contact you if we are concerned- but in a fully supportive way, please be assured. Schools are also expected to provide the same learning in school for pupils who are using eligible school places.

 In preparing this plan we have:

- Along with all schools in our Multi-Academy Trust, set up Microsoft Teams for year 1-6 and Tapestry for Pupils in Reception year. (This may move to Teams if deemed appropriate)
- Taken into account the needs of our whole school community.
- Planned a curriculum sequence that allows access to online and offline resources and teaching videos and that is linked as closely as possible to the school's curriculum expectations.
- Selected the online resources that will be consistently used across the school.
- Recognised that younger pupils and some pupils with SEND may not be able to access remote education without adult support.

### Remote Learning

When delivering remote learning we will:

- Use online learning platforms to deliver learning remotely. Microsoft Teams for year 1-6 and Tapestry for Reception Children. (This may move to Teams if deemed appropriate)
- Use pre-recorded content/lessons using existing online resources such as Oak Academy and other commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, along with daily work set by the class teacher. Where appropriate to the specific learning, planning cycle and age group, there may also be some audio/visual recorded material by school staff.

- Deliver a planned and sequenced curriculum where knowledge and skills are built incrementally so that pupils can progress through the school's curriculum. This will be as closely aligned to our existing planning of provision where possible.

- Receive uploaded work/photos of work onto Teams or Tapestry or parents/carers can email copies of children's work to the home learning email address. Teachers will endeavour to acknowledge and support learning daily, providing appropriate feedback, giving support and guidance as well as acknowledgement for good effort. Some feedback will be given the following day if appropriate.

- In addition to uploading videos for learning, worksheets and tasks, introduce the day via a written message on 'Teams'. If a pupil cannot access Microsoft Teams, then they can still see the message and access the same learning which is uploaded to the Home Learning Section of the website. Parents/carers may request printed work if they cannot access any online resources. This may have to be done on a weekly rather than daily basis dependent on staff availability in school each day.

- Cover over the week a broad range of work across different curriculum areas. This may vary across year groups, and within the themes of learning.

- Gauge how well pupils are progressing through the curriculum, using marking, feedback and online interaction on teams/communication through Tapestry and other suitable assessment tasks.

- 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.

- As we do in school, at time to time, do a whole school 'theme day' or a 'fun day' which may involve less 'academic' work.

- Give pupils regular opportunities to attend and participate in shared, interactive meet-up sessions with their teacher online to maintain a sense of community. Guidelines are in place to ensure that these meetings are as safe as possible for both pupils and staff.

## Pupils with SEND

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents/carers to support those pupils by checking in with them regularly. If parents/carers need support with this then they should please contact the teacher through the home learning email address. If a child has an EHCP (Education Health Care Plan) the government guidance states that all such children should attend the provision in school if possible.

## Technology

If parents/carers do not have access to devices or the internet to support online learning, school will work to ensure government devices are supplied by the school and will support parents/carers in any way we can. Parents/carers should contact the school in the first instance if they require such support. Pupils eligible for income- related Free School Meals will be prioritised. The offer from the government is very limited so whilst we wait for devices or try and order more, we can always print

work. Xbox and PS4 devices also enable access to Microsoft TEAMS. If a child is in receipt of Free School Meals and requires a keyboard or mouse to support working using one of these devices, parents/carers should contact the school so we can offer assistance.

## Staffing

In the event of a member of teaching staff being absent due to illness and too poorly to provide the daily online learning we will offer some self-accessible activities as soon as we can. In the meantime, we will direct parents/carers to online resources such as the Oak Academy and other recognised commercially available websites. Parents/carers will appreciate that we sometimes have no warning of a staff absence until the day itself so we will endeavour to provide information as soon as we can.

*This strategy was approved by Local Board of Governors   20  January 2021*

**See Appendices below for further information.**

*Appendix 1*

**Keeping Safe on Teams.**

- Please do supervise your child on TEAMS where possible and especially in live sessions
- Teams activity is monitored daily by members of SLT
- If you need to speak to a teacher about any aspects of remote learning, then please use the home learning email home.learning@kcs.bwmat.org  *FAO class teacher* rather than the online chat or the office email please.
- The online chat is a platform that can be seen by all the children and should only be used by the children for greetings/children to talk to the teacher or to each other about specific learning tasks or to ask for support/feedback/guidance. (for younger pupils' parents/carers may of course need to type their comments for them)
- Children and parents/carers should not upload any documents/resources/advice/issues to the online chat.  If this happens, we will delete them as you will appreciate that it is the teachers' role to do this.
- If we deem any use of the chat by parents/carers or children as inappropriate or unsuitable, then those messages will be removed as soon as is possible, as they are on public view, and we reserve the right to withdraw the chat function for your child if we have further concerns.
- Staff will respond to the children as quickly as they can on the Teams chat - bear with them as they need breaks of course and they are also on rota in school with our 3 key worker bubbles.

*Appendix 2*

**Live Teams guidance**

**School staff will:**

- For safeguarding purposes record the live session so that if any issues were to arise, the video can be reviewed. These recordings will be held securely on the school network. If two members of staff are available, then two will attend.
- Terminate a session or remove a student should there be any unwanted behaviour or conduct by pupils or parents/carers and will report this to the school and parents/carers as necessary.
- Allow access to the meetings through a waiting room or 'lobby'
- Ensure that all pupils leave the meeting before them.

**Pupils will:**

- Enter the meeting on 'mute' and 'unmute' and 'mute' as directed by the teacher.
- Be in a communal area within the house and supervised (an adult in close proximity).
- Be appropriately dressed (e.g. no pyjamas).
- Behave in line with our current school behaviour policy and expectations.
- Not add comments in the comment boxes unless asked to by the member of school staff.
- Not record, video, take a screenshot and/or play with any other features during any interaction.
- Not share any content that may have been sent to them by another pupil. All such incidents will be reported to school.
- Share any concerns they have with trusted adults at home.

**Parents/carers will:**

- Read the guidance and expectations and ensure these are adhered to.
- Wear suitable clothing if the chances are that they will be passing within screenshot whilst moving around their household.
- Ensure their child is located in a communal area of the house. Where parents/carers feel that they are best located in a room on their own, the door should remain open.
- Not record or screenshot any footage from the meeting.
- Not use this session as a place to talk to the staff about anything or to comment on the content or delivery of the session- these sessions are really for pupil and teacher interaction only.
- Raise any safeguarding concerns they have about any element of a session with the school as soon as possible.
- Not use staff personal school emails.
- Use home.learning@kcs.bwmat.org to contact teachers.

**Live Lessons**

There is no requirement from the government for schools to provide 'live' lessons, and there is much advice that outlines the many risks and disadvantages. Our strategy for remote learning is meeting all DfE requirements and enables us to provide reliable learning opportunities for all.  Along with many other schools, we will not be delivering 'live' lessons for the following reasons:

- The potential safeguarding risks for pupils and staff surrounding our inability to control who sees or hears the live lesson interaction and the potential risk of home-recording and circulating of images of staff and pupils and content of lessons.
- To ensure the personal and professional safeguarding of each teacher through the monitoring of delivery and content of any lesson, a member of the Senior Leadership Team would need to be present for each lesson - which is not possible.  Any feedback to staff about their teaching is delivered by the Head teacher as line manager and appraiser.
- The inaccessibility of lessons in 'real time' for some pupils, particularly where the family owns only one device to receive the lessons which would obviously need to be scheduled for a particular time.
- The challenge of managing to support all pupils with diverse needs, on a platform where comments would be heard by all. We need to protect those who inevitably make mistakes in their learning or behaviour. We would be unable to guarantee who would see this and this could be detrimental to many children.
- The requirement of young pupils to have adult support with their learning.
- The emotional and practical impact and pressure that live lessons may have upon children and their families. A rigid timetable can be overwhelming, particularly where parents/carers are working from home, and we know that missing a 'live' lesson could cause children and parents/carers some anxiety.
- The possibility that families may not have adequate internet capacity or staff if working from home as a necessity.


*(see further considerations below)*

- Students in secondary schools may be able to quite successfully access live lessons as they are more mature and their learning behaviours more advanced. Primary children are somewhat more unpredictable, both in the classroom and at home so schools  cannot replicate or come near to what a primary school lesson is like.
- Schools  are aware of many settings where live lessons have not been successful for the reasons outlined in the  strategy above.  There are further concerns about safeguarding and any GDPR elements of streaming and recording actual lessons e.g. the appropriateness for the children in school to be recorded whilst answering questions, if this were then to be broadcast to the homes of other families.
- In a small school with single class age groups/mixed aged groups, most class teachers are working in school with pupils in mixed age bubbles eligible to attend during lockdown and are therefore not only helping with home learning but delivering remote learning at the

same time and carrying out other duties such as breaktime and lunchtime supervision, first aid etc.  This makes the practicalities of live and/or recorded lessons a potential problem in terms of organisation.