Boxgrove and Kidbrooke Park Primary Schools
Remote Learning Policy

This remote learning policy aims to:
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Context for remote learning

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:
- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). Learning can be further enhanced on platforms by using tests and quizzes, which can be easily created to precede or follow teaching sequences. Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

It is important to note that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. All remote learning needs to be set with wider communication systems to ensure pupils feel that their efforts are important, valued and cared about.

Our approach

Our Schools use Showbie and Office 365 as our Remote platforms to support the learning of our statutory school age pupils, both of which allow easy video recording for 'live' teaching and for pre-recorded sessions. We have decided that the majority of sessions will be pre-recorded content in order to support staff and parents to manage their own family and workloads most effectively and flexibly and safeguard teachers. Through these applications we aim to deliver most of the normal planned curriculum. Relevant 'hard copy' resources will also supplement and support lessons. It is expected that pupils, with parental or appropriate adult support, will actively access the learning resources each day, in order to complete any set assignments within the timeframes requested and actively seek help and communication from teachers and key staff whenever they require guidance, support or have any concerns, including if their child(ren) becomes unwell.

Expectations:

Ideally all staff would be available for work for their normal contractual hours, however we are conscious that if remote learning is required due to lock down then a more flexible approach may be required in order for staff and parents to manage the care of their own children alongside their own work and additional complications of homeworking. If, however, any member of staff is unable to work for any reason during this time, they should report this using the normal absence procedure (found in the Sickness Absence Policy).

When attending virtual meetings Staff should follow the guidelines set out in the Code of Conduct, including what to wear and avoid locations where they may be overheard or with high levels of background noise.

Teachers are responsible for:
- Setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects,
- Setting daily reading, maths, writing, phonics/SPAG sessions and additional curriculum areas in order to maintain curriculum coverage
- Using contextualised or blended learning opportunities within set assignments as they will be the most effective and engaging
- Utilising a range of online resources and other school bought apps and reference the materials that pupils should be undertaking each day.
- Delivering 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
- Providing frequent, clear explanations of new content, delivered by a teacher in the school, at home or through high-quality curriculum resources or pre-recorded videos
- Assessing how well pupils are progressing through the curriculum, using questions and other suitable tasks
- Adjusting 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
- Planning a programme that is of equivalent length to the core teaching pupils would receive in school, including regular contact with teachers
- Setting learning appropriate to the needs of the pupils
- Planning screen-based and non-screen-based activities to achieve a healthy screen time balance.
- Praising the effort and involvement in tasks

Teaching Assistants are responsible for:
- Supporting specific pupils as directed by their class teacher.
- Providing support to pupils by responding to any questions and requests for help from pupils
- Encouraging pupils' engagement and effort within the learning set
- Check learning that pupils are currently completing and provide verbal comments as directed by their class teacher
- Discussing any pupils that are struggling, with their class teacher

- Teaching assistants that work with specific pupils will prioritise providing materials, including verbal and written instructions, to support that pupils learning and maintaining any therapy sessions

Subject leaders are responsible for:

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 and advising teachers where necessary to ensure effective coverage of their subject in relation to the school's curriculum
- Monitoring the quality of content delivered for their subject area and reporting on this to Senior leaders and Governors.
- Signposting teachers to resources they can use to teach their subject remotely
- For reporting to governors
- For maintaining appropriate training for all staff

Senior Leaders

Alongside any teaching and subject leader responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including sharing best practice.
- Hosting regular virtual drop in sessions for parents with any questions or queries
- Monitoring the number of pupils completing virtual learning
- Monitoring the effectiveness of virtual learning set by teaching staff and providing feedback
- Monitoring communication between class teachers and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Coordinating phone calls to parents to inform them of pupils Star of the Week award
- Coordinating regular communications to parents about success in virtual learning
- Ensuring all training delivered for staff is effective
- Maintaining systems for regular communications with staff to check wellbeing, workloads and success and coordinating any required support.
- For reporting to governors
- For maintaining appropriate training for all staff
- Ensuring the protection of children online by limiting children's exposure to the risks detailed below from the school's IT system including ensuring the school has appropriate filters and monitoring systems in place alongside E-Safety learning.

The SENCOs are responsible for:

- Monitoring the effectiveness of remote learning for SEN pupils, including but not limited to those with EHCPS
- Supporting teachers and teaching assistants in planning and teaching of SEN pupils
- Ensuring, as much as is possible, that support for SEN pupils, both provided by the school and externally provided, continues and is effectively coordinated and communicated with all parties
- Maintaining any necessary reviews
- Ensuring any referrals are followed up on and any new concerns shared by parents or staff are followed up on to ensure pupils can make the best possible progress

- Regularly send updates to the whole community to sign post support, including supporting the mental and emotional well being of families and pupils.
- For reporting to governors
- For maintaining appropriate training for all staff

Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring that they, or a deputy, is easily contactable by staff at all times that have safeguarding concerns
- Ensure that staff understand the procedure for reporting safeguarding concerns when part/all of the school is closed
- Ensuring that all vulnerable families are contacted as regularly as required and at least weekly and that all information is shared with the other professional agencies involved.
- Ensuring that the safeguarding policy, and any amendments are adhered to by all staff
- Making referrals to social services
- Undertaking, where possible, reviews, core groups and conferences where required.
- Maintaining the safeguarding of all staff, to include their wellbeing, best practice is managed for pupils and that online safety guidance is followed and maintained for all users.
- For reporting to governors
- For maintaining appropriate safeguarding training for all staff

IT staff (including Computing lead and ICT Education) are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Ensuring all staff have access to passwords and apps as denoted in this policy
- Ensuring staff save planning, resources and information on the backed-up school server base, and personal but work-related documents on Office 365 cloud-based storage system
- Ensuring staff have access to key tools such as word in the most recent version
- That all staff, pupils and families have appropriate access to devices, Wi-fi and platforms, including a filtering system and for maintaining a record of this in school
- To ensure all Apps have an appropriate DPIA request sent and approved by Judicium
- To ensure licensing does not lapse
- For developing tutorials and support for the wider community
- For reporting to governors on the access, success and impact of the Remote learning platform.

Parents / Pupils are responsible for:

- Maintaining appropriate behaviour on line as would be the 'classroom standard'
- Being responsible for acceptable use of devices and Wi-Fi where the school has provided these
- Make staff aware where there are illnesses or concerns
- Ask for help when required

- Complete the work set
- Remain in close communication with the school

Parents can access support by:
- Viewing the Virtual Learning Parent Support Guide (available from the school website)
- Emailing the class email address classname@boxgrove.greenwich.sch.uk or classname@kidbrookepark.greenwich.sch.uk
- Emailing the school on sao@boxgrove.greenwich.sch.uk or info@kidbrookepark.greenwich.sch.uk

The governing board is responsible for:
- 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
- Receiving feedback from the Head of School on the use of virtual learning by pupils

Access:
Our school has and will continue to survey the needs of our community to maintain an up to date register of families that have access to suitable devices and Internet access at home. Where families or staff have inadequate access, the school will loan devices and offer access to prepaid Wi-Fi connections where possible. Any one making use of school owned devices and Wi-Fi will be required to complete hiring agreements alongside our acceptable usage agreements. In most cases, good communication from the school will resolve parents' access concerns. It is expected that school staff will use emails, phone calls and screen share technology to support parents to become familiar with using the platforms.

We would also encourage affected individuals to come in to school to access learning where appropriate and in line with any Government imposed restrictions that may be in force.

Textbooks or 'hardcopy' resources may be utilised for pupil home learning where all other options have been exhausted, but will be supplemented with regular communications to ensure pupils receive feedback and can ask questions.

We will monitor pupil engagement with our remote education provision and will report back to parents regularly. Where there are concerns, direct phone calls will be made to ensure issues can be fully explored and resolved to enable effective re-engagement.

Access for very young pupils
It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, we will focus on ensuring there can be effective progress being made in early reading. Our schools will use 'BUG Club' and 'Phonics Play' alongside other suitable remote learning applications to ensure there is a suitable access and engagement with texts and chance to practice reading.
Staff will then provide guidance and support for parents to enable effective support for pupils' early reading development

Access for SEND pupils:
Where pupils have been identified as having SEND in school, teachers will be expected to ensure that the content made available continues to meet their needs. Where complete individualised learning is required the SENCO will support the creation of appropriate work and support the class teacher to make regular contact with the Parents to ensure the child can access this, is making progress and is enjoying the learning. Where appropriate, pupils will be signposted to other web-based resources to ensure bespoke support and learning opportunities.

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.

Access to the whole curriculum
Our schools will endeavour to ensure that pupils can receive learning in all areas of the curriculum, however we remain mindful of the limitations in the resources pupils can access in most homes and the ability of our staff to deliver all sessions when working in the constraints of managing their own child care, health and wider family issues. Where possible and appropriate, staff across our partnership of schools will support each other to develop the daily content, making appropriate adaptations for their own classes. Subject leaders will also support teachers to ensure the full range of subjects is covered and as much of the normal curriculum content is delivered and engaged with. We recognise there are particular challenges in teaching various elements of the certain curriculum areas such as music, physical education, art and conducting science investigations. In these areas teachers will consider what is likely available in the home, the additional adult supervision that may be required and the space available when planning lessons. Where appropriate, pupils will be signposted to other web-based resources to ensure learning opportunities can be maintained in these areas of the curriculum such as Oak National Academy .The British Educational Suppliers Association's LendED platform, also provides a searchable list of resources for remote education. Textbooks or 'hardcopy' resources may be utilised for pupil home learning where all other options have been exhausted.

The school will ensure that our Library stock is made accessible at regular intervals for families to borrow books where necessary. 'Accelerated Reader' has been purchased alongside 'Bug Club' in order that all children can access reading materials at an age appropriate level.

Communication
Regular and effective communication is crucial to ensure pupils and staff can engage with remote learning; that they have the support they require, to ensure pupils and themselves remains safe during such challenging times and to ensure they remain a sense of connection to the school.
Communication will be multi-faceted and include:
- Regular newsletters
- News and links posted on the school website
- Showbie chat feature

- Feedback and comments on learning set through Showbie
- Parents and pupils can email teachers, support staff and leaders on their school email addresses, with an expected 48-hour response time (not including school holidays and weekends) to all emails. It is essential for staff, and preferable for pupils, to use school email addresses. Groups can be set up to streamline communication for example with a whole class.
- Teachers, support staff and leaders making phone calls home as often as is necessary to support the family and pupil and now less than every fortnight.
- Internal communications to include, emails, phone calls and the use of Office 365 for meetings.
- Staff to share content with parallel teachers and within their phase and meet virtually for team meetings where appropriate.
- Staff making the phone calls and responding to emails should offer support and try to resolve all issues in the first place, where this is not possible, they should raise the concerns / issues with the appropriate leader; including DSL, phase leader, IT Leader, SBM, AHT, HOS.

Where there is vulnerability / Safeguarding:

Where individuals who are isolating are within our definition of vulnerable, we will follow this system:
1. Notify the social worker involved
2. Ensure the family has access as previously described
3. Draw up a plan of how contact will be maintained to include the social worker
4. Consider how key elements of the support plan in place can be maintained
5. Set up a system that school and the social worker make contact about the child / family weekly.

If any member of the team becomes worried about a parent / family / pupil within their care they will:
1. Send an email to the DSL entitled 'green form' and detail their concerns.
2. Make themselves available to discuss the concerns over the telephone or conferencing software on 365 or Zoom
3. Agree actions that can be taken
4. Undertake any agreed actions and report back to the DSL in a very swift manner
5. Where the DSL has not responded to the concern form within 1 day the member of staff will contact the DSL again and make a phone call.

If any member of the team becomes worried about another member of the team they will:
1. Share concerns with the phase leader, AHT or HOS as is appropriate to nature of the concern.
2. Ensure concerns are detailed in writing
3. Ensure they are given feedback on how the individual causing concern can be supported.

It is the duty of all staff to support the well-being and safety of all staff and pupils and families

The school safeguarding policy and any amendments to the safeguarding policy will still apply. See the Safeguarding policy and Covid-19 amendment for more information. All staff are still expected to record any safeguarding concerns that they have from conversations with parents and children to the Designated Safeguarding Lead as detailed above.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. It is crucial that all teachers deliver regular online safety sessions to protect and educate the whole school community in their use of technology and establish mechanisms to identify, intervene in and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable but can be categorised into three areas of risk:

1. Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
2. Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults;
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Resources that can be used to support teaching and learning can be found at the back of Keeping Children Safe in Education alongside the following:

- Be Internet Legends (developed by Parent Zone and Google for Key Stage 2 pupils)
- Disrespectnobody (Home Office advice and includes resources on healthy relationships, including sexting and pornography)
- Education for a connected world framework (by UK Council for Internet Safety, this supports the development of the curriculum and is of particular relevance to RSHE education and Computing.)
- PSHE association
- 'Teaching online safety in school' (DFE guidance)
- Thinkuknow (the National Crime Agency/CEOPs education programme with age specific resources)
- UK Safer Internet Centre (guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum).

Rewarding effort and success:

It is the duty of every member of the school staff to ensure that all pupils can access the learning and that the learning enables them to experience success, enjoyment and ensures progress. We recognise that our pupils, particularly our youngest and most vulnerable, will likely require more praise to be communicated as they will not have as much access to the incidental and immediate praise that is available in daily classroom-based sessions, such as smiles, body language cues, direct daily questioning and validating time with their peers. To this end the school will:

- Release a weekly newsletter praising key children, families, staff and showcasing learning projects where appropriate
- Release a weekly 'stars' of the week assembly for each phase that pupils can watch
- Utilise the office to send 'headteacher postcards' directly to families
- Email parents to share the success of their children directly with them where appropriate and as often as possible
- Acknowledge all learning and give positive feedback as often as possible and not less than the feedback on learning policy details.

- Utilise standards tracker to capture success staff have with the platform, their pupils, each other, the teaching and feedback and their wider parent group.

Assessing pupils' progress

It is vital that school maintains an up to date record of pupil's attainment and progress in order that the best provision can be made for all children. To support remote approaches the school now uses O Track, a cloud-based system to track and capture assessment data for pupils. Teachers will complete data for their classes at regularly points throughout the year, using evidence from assignments returned and from the use of quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back. Showbie enables staff to create regular, pre and post-lesson quizzes. Where children cannot access Showbie, consideration will be given to ensure teacher can access evidence from hard copy resources returned to school post completion.

Training

All staff are trained on how to use Showbie and Office 365. Self-help tutorials are also provided and the IT lead for each school can support any members of staff in a more bespoke way as required. Training in relation to updates will be offered annually. The School also has access to all National college courses, which staff will be directed to as necessary, but can also freely access to continue their own professional development.

Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:
- Issues in setting work – talk to the relevant subject leader, phase leader or SENCO
- Issues with behaviour – talk to the relevant phase leader
- Issues with using the platform – Showbie help guides on website or talk with Computing lead
- Issues with IT – talk to the Computing lead or log a ticket with ICT Education
- Issues with their own workload or wellbeing – talk to the Head of School
- Concerns about data protection – talk to the Head of School
- Concerns about safeguarding – talk to the DSL (Head of School)

Data protection

Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will:
- Only access the data from the school's network, using remote access, and not save this information to their own devices
- Only access data using a school provided or otherwise secure device (see 4.3 Keeping devices secure below)

Processing Personal Data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

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

7. Policy Monitoring Arrangements

This policy will be reviewed annually by Governors (and more frequently if necessary based on feedback from parents and staff).

8. Links with Other Policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Sickness absence procedure
- Code of conduct