



KINGSWAY COMMUNITY TRUST

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REMOTE LEARNING POLICY

November 2020

Remote Learning Policy

Date: November 2020

Review date: March 2021

1. Statement of School Philosophy

Kingsway Community Trust has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this. We aim to provide children, who are having to work remotely, with opportunities that continue to set a high standard of education in a safe online environment.

2. Aims

This Remote Learning Policy aims to:

- Develop high quality remote learning opportunities, where learning, progress and wellbeing are at the heart
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources, teaching videos and feedback
- Provide clear expectations to members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support for Motivation, Health and Well-Being
- Develop a safe online learning environment, with key considerations towards safeguarding children
- Continue to support parents, in order to effectively help their children to access learning
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (and their siblings if they are also attending a Kingsway Community Trust Primary) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Any child who is unable to attend school due to prolonged health reasons as advised by a medical practitioner

4. When does remote learning begin?

Remote learning will be shared with families as soon as possible when they are absent due to Covid related reasons. For any child absent with prolonged medical concerns, the starting point will be guided by medical experts through a referral to the school nurse team and Manchester Hospital School.

5. Content and tools to deliver remote learning

Remote learning lessons should reflect the quality of learning and teaching that takes place in school. Lessons should try to ensure that any time missed in school does not result in a gap in learning development.

It is important to remember that a day's learning does not mean a day's online learning. It is important that lessons reflect the variety of opportunities through the curriculum in school, including; PE, play and mindfulness activities.

The platform that the Trust will use to support remote learning is Seesaw. This will, however, be kept under advisement to ensure that it allows for a high standard of education and engagement.

Resources to deliver remote learning include:

- Online tools for EYFS KS1 KS2 e.g. Seesaw, School website
- Use of recorded video, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Use of BBC Bitesize, Oak Academy, Sumdog/ Rockstars/IDL

The remote learning planning/activities and resources to deliver learning will be issued on a day to day basis on the class Seesaw platform. They include:

- Daily timetable and structure for remote learning
- High quality lessons for all subjects across the curriculum currently being taught in school
- Teacher messages
- Downloadable Printable Documents – it needs to be remembered that not all families have access to printing. Staff will need to ascertain what the need for individual families are. If there are no other options paper resources will be supplied
- Instructional teaching videos, models
- Relevant internet videos/ sites

7. Live lessons and recording of live lessons

If live lessons are to be done, it is important that the following are considered:

- Is it appropriate to use a live lesson? Will all children be able to access the lesson?
- What is the timing of the lesson?
- What format will this take?
- Will the children be on camera?
- Muting – consider the setup of the lesson. Do you want the children to be able to talk to you or to each other? Does the lesson need to be muted? Should it be muted for part of the lesson? Do you want written responses throughout the lesson?
- Where they are being done – staff and children
- Safeguarding – do any safeguarding issues arise by using a live lesson
- Parents – Where will parents be during a live lesson?

- Staff expectations – remember to dress in a professional manner. Remember to be careful of where any live lessons at home are recorded. No bedrooms and make sure whatever is in the background is appropriate and is safeguarding yourself
- Recording lessons – If any live lesson is being recorded, as well as the considerations above, consent for the recording needs to be gained from all participants

8. Safeguarding

Safeguarding of children remains a priority when children are remote learning. As a result, normal safeguarding procedures must be followed. Additionally:

- Allow the children to disclose anything they feel the need to talk about
- Ensure that it is not public. Be mindful of where they are disclosing any information
- “Listen” the same way you would in school. Remember it is not your role to investigate and remind them that you will need to share the information with the DSL
- If a child discloses anything record it on CPOMs ASAP. Copy any post and put it as part of the CPOMs record
- Please email the Head of School if you have made a safeguarding CPOMs just to ensure it has been received

9. Behaviour

The expectation for any remote learning behaviour is the same as the behaviour in school. Children will be expected to show respect to both staff and students. It may be necessary to follow up any incidents with using a restorative approach or by contacting parents. If additional support is needed contact a member of the SLT.

9. Home and school partnership

Kingsway Community Trust is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Kingsway Community Trust will provide an online training session and induction for parents on how to use Seesaw on the school website under the Remote Learning tab. Support for maths can be accessed through the maths modules on our website, under the tab – Curriculum – Maths Support for parents. For any additional support parents are encouraged to contact the teacher.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. The Trust would recommend that, while at home, each ‘school day’ maintains a similar structure to that the children would have while onsite.

We would encourage parents to support their children’s work, including finding an appropriate place to work and, to the best of their ability, support pupils with work, encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school as soon as possible and support or alternative solutions will be available. These will be discussed on case-by-case basis.

10. E-Safety

All children at school have E-safety lessons, which includes rules and tips for keeping safe, these apply when children are working as part of a remote learning curriculum. E-safety tips will be delivered on a weekly basis. It may also be necessary to supply E-safety lessons depending on when the previous E-safety lessons were held or if there is a need arise. E-safety advice will be made available to parents to support children working safely during remote learning activities.

11. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

The Trust will provide an induction for new staff on how to use Seesaw (see appendix 1 for Seesaw top tips) and then other relevant programmes (see appendix 2).

When providing remote learning, teachers must be available between 9am-3pm

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this to the Head of School, using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Daily work will be shared via Seesaw

Providing feedback on work:

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm, where necessary.

Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school class account
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between their normal working hours

If they are 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.

During the school day, teaching assistant must complete tasks as directed by the class teacher or a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school; inc daily monitoring of engagement
- Monitoring the effectiveness of remote learning – such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. As per in school procedures, staff are to log any concerns on CPOMs and contact the DSL to follow up any concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT/Network Manager & Technician

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're 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

The SENDCo

- Liaising with the ICT staff to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- Ensuring that pupils with EHC plans continue to have appropriate work set taking into account their needs, and liaising with the head of school and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs if it is not possible to meet their needs
- Identifying the level of support needed by pupils and staff
- Monitoring

The School Business Manager

The school business manager is responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the best of their abilities by the deadlines set by teachers
- Seek help from teachers, if they need it
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – including the use of the school website or contacting teachers
- Be respectful when making any complaints or concerns known to staff

Trust Board

The Trust 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
- Ensuring workload is appropriate

12. GDPR

The system that the Trust uses to facilitate remote learning (See Saw) complies with the Data Protection Act 2018 and is in accordance with our Trust Data Protection Policy.

13. Links with other policies

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety policy
- IT Acceptable use policy

Appendix

Appendix 1

SEESAW TOP TIPS FOR HOME LEARNING!

Preparation and on the day

1. Make sure you have your toolkit ready to go in case you are told to isolate in the middle of the day. Toolkit to include, a small whiteboard, whiteboard pens, flip chart paper, flipchart pens, ipad, laptop (and charger), any concrete resources you may need for maths, children's logins for seesaw
2. You can pick up a school mobile phone from the office on your way out. This is vital to be able to contact parents. **You should ring parents who have not engaged at all on day 2** to check if there are technical issues or forgotten logins as this is an easy fix. **Ring all other parents on day 3 to check in and say hi.** If by the end of day 3 you still have parents who have not engaged at all, please contact heads of school to begin contacting these families.
3. We have an obligation to provide around 5 hours of work per day. As a trust we want this to happen as we want our children engaged in meaningful work and home, just like at school as we know this is best for their education prospects.
4. If you are told to isolate in the morning, try and get some work onto seesaw in the afternoon. You could have a small bank of short, 'sticky learning' activities already sitting in the activities bank ready to simply assign. If working through the website, have a folder of activities ready to go on your laptop which can be

uploaded quickly. Use the rest of the day to think about and prep the next day's lessons and videos.

Technical Tips

5. When recording videos or audio over PowerPoint remember to tell the child or parent to pause the video if you need them to do a task so the video does not continue on. This is easily forgotten but really helps parents and children to do the tasks you want.
6. To record over your powerpoint, use either this icon  in the insert menu to add more than one piece of narration or you can use this icon  in the slide show menu to record a narration over the slide. You can also record yourself writing on the slide with the pen tool if you want to model in this way.
7. Ensure you have the seesaw class app install on your ipad or phone.
8. You can record voice instructions to an activity on seesaw which the children can listen to if they are not yet fluent readers or new to English.
9. Record any videos of yourself modelling on your phone or ipad if you want to quickly put them onto seesaw as they upload easily to the app.
10. Loom is a free download online and you can record yourself giving instructions while your computer screen is also shown. A good way to explain what is on your powerpoint.
11. Use the 'link' function in seesaw to link to the school website for assemblies as the videos tend to be very large and cause problems uploading to seesaw. It can be done but it takes lots of time and sometimes you need to save to google drive first and upload from there. It's easier to link to the website.

12. Remember that any children using a chromebook from school will not have access to youtube so this may change the videos you choose to use. You can use a programme such as <https://keepv.id/> to save any youtube videos you might need to use and then pop them into a powerpoint or link the saved video to seesaw.
13. Videos take a while to upload. Upload them the night before you are going to assign them as it saves a rush in the morning trying to upload for all the different subjects you are doing that day. You can upload to your 'Activity Library' and then assign them in the morning.
14. If you want to assign the same input video but a different 'student template' for different ability children, you can 'copy and edit' the activity. This saves waiting for the video to upload again as sometimes it can take up to 20 minutes!
15. If you click into seesaw activities, you'll find the seesaw community. Lots of teachers have uploaded their lessons here already which you can use and assign to your own class (or use as an example or for inspiration). The programme is American though so watch out for American spellings.
16. Use the 'Sample Student' to assign activities to if you need to see how they will work before assigning to your actual class.
17. You can make a new collection (like a file) in the activities section. This can help organise your work.

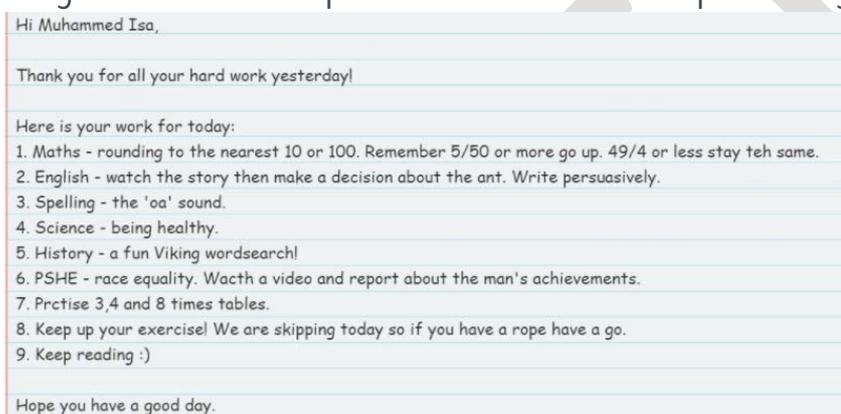
My Collections (2)	Activities
 Maths Homework	1
 Sticky Learning Activities	1
 Activities not in a collection	

18. In the activities section, you can make a 'collection' for each day and upload all your videos or activities for that day into one file. You can assign an activity into a collection by clicking the 

Making the work parent and child friendly

19. Make sure parents and children are trying to access the work through the Class Seesaw rather than the family one as the work is assigned to each individual student and they will not see it on their family Seesaw. If you set work on the school website, make sure parents know exactly where to find the activities.

20. Make sure that each day you upload a clear timetable of activities including timings for sessions so parents know what is expected. Eg.



Hi Muhammed Isa,

Thank you for all your hard work yesterday!

Here is your work for today:

1. Maths - rounding to the nearest 10 or 100. Remember 5/50 or more go up. 49/4 or less stay the same.
2. English - watch the story then make a decision about the ant. Write persuasively.
3. Spelling - the 'oa' sound.
4. Science - being healthy.
5. History - a fun Viking wordsearch!
6. PSHE - race equality. Watch a video and report about the man's achievements.
7. Practise 3, 4 and 8 times tables.
8. Keep up your exercise! We are skipping today so if you have a rope have a go.
9. Keep reading :)

Hope you have a good day.

Friday 23rd October 2020 Timetable

Today is a shorter day as it would usually be a half day in school.

These activities can be completed in any order today. Please email me 1G@grenend.manchester.sch.uk or upload your work to Seesaw for feedback. If you need any further guidance please do not hesitate to email or if you would like I can also explain over the phone, just let me know.

45 min English We are going to be writing about the story 'Room on the Broom'. Watch the video to learn more and complete the activity.

45 min Maths Starter: Listen to the song and see if you can count in 2s all the way to 100! Highlight the numbers on the 100 square, what do you notice?

I have a Halloween problem solving activity for you using subtraction watch the video to find out more!

30 min Reading Complete the reading activity.

There are books on this link www.oxfordowl.co.uk you can choose to help you with reading. Use the Oxford Owl parent info to help you log in using the **Username: 1greading** and **Password: Letsread1G**

5 min Story Time Watch the video and listen to the story.

21. Videos of teacher modelling in person are really effective and help to engage the children at home and be more independent. Works well for showing strategies in maths or shared write in literacy.

22. Put any links that you want the children to access in the ‘student instructions’ when assigning an activity.

23. Give children clear instructions on whether you want them to do the work online on Seesaw using the ‘add response’ button or use a paper and pencil and upload later. Seesaw has a number of shortcut links you can use to add the icons into your instructions (see table below).

Seesaw Icon Shortcuts

Use these shortcuts in the “Student Instructions” portion of Activities. Type in the text shortcut and it will transform into the icon after you choose save!

Icon	Text Shortcut	Icon	Text Shortcut	Icon	Text Shortcut
	:seesaw:	T	:label:		:move:
	:add:		:mic:		:pencil:
	:photo:		:3dots:		:pen:
	:video:		:background:		:highlighter:
	:drawing:		:shapes:		:glowpen:
	:upload:		:caption:		:eraser:
	:note:		:undo:		:arrow:
	:link:		:redo:		:pause:
	:cameraroll:		:check:		:draft:
	:addpage:		:pages:		:plus:
	:hide:		:like:		:comment:

24. Try and create input and activities that children are able to access as independently as possible. For eg. P.E lessons that can be watched and taken part in, videos of handwriting lessons and videos of the teacher reading a story. This is vital for working parents!
25. Morning or afternoon check in videos saying hi to the children they seem to really enjoy and helps pastorally. You can encourage children to record you a little voice message back!
26. Make sure you respond to work in a timely manner. This is motivating to both children and adults. At the end of the week, maybe award a certificate!



27. Think about adding a time limit to when you want the work uploaded but be aware of working parents who may get things done in between work but not upload until the evening.

Appendix 2

For training videos on Seesaw, PowerPoint, Loom, Google staffroom, Ed Shed and iMovie, staff can access these through – **staff share – ICT Training Morning**

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Appendix 3

Parent summary – what to expect

The overview below gives a summary of what to expect in regards to remote learning, as a parent, if your child has to isolate because they have COVID-19 symptoms, the whole class has to isolate or your child isn't in school due to a lockdown period.

Where do we access the work?

All the work will be on the child's Seesaw account. All children have been given their login code but if you can't find it please contact us and we can send out another one. Through here you will also be able to contact the teacher and ask any questions.

What happens on day 1?

You will receive an email informing you of any isolation details and where to access work. On the first day, depending on timing, there will be work set. This may be different from the work on day 2 as it depends on when the timing of the isolation begins.

What happens each day?

Each day there will be new work set on your child's Seesaw platform. They will need to log on each day to access the day's work. Here you will receive a range of things from a daily timetable, teacher videos, activities, feedback and messages.

Will there be feedback?

Yes, there will be feedback throughout any isolation period. We ask that if at all possible, please finish any work set by the end of the normal school day so that the teacher has time to respond and adapt any work for the following day.

What happens if my child is having trouble with their work?

Please contact the teacher for help. This can be done by leaving a message on the Seesaw platform. This is monitored throughout the day but please be mindful that the teachers are also teaching lessons in school. If you haven't had any contact after 24 hours, please phone the school.

How much work will can I expect to see?

For nursery through to year 2 there will be approximately 3 hours of work set a day. For year 3 to year 6 there will be approximately 4 hours of work set a day.

What is the work based on?

Their work is based on the curriculum they are learning in class. We have prioritized 3 areas; mathematics, English and PE, however we recognize the importance of all curriculum areas and will be setting as much work as we can that reflects this within the limitations of remote learning.

What about if my child has additional needs?

The work set by the teacher should allow for children from a range of educational needs. However, if a child has a particular need around EAL or SEND, then it may be that staff from the SEND or EAL teams will support in the development of activities or resources to support learning. If your child is having difficulty accessing the work please don't hesitate to contact the school.

What if we are having trouble access the learning because of I.T. issues?

Please contact the school if you have any I.T. issues and we will endeavor to help make sure that all children can access remote learning effectively at home.

Where can I get more details?

You can find out more about our remote learning offer by looking at the Remote Learning section of the school website. Here you will find the policy with more details and some tips to using Seesaw and supporting your child with mathematics and English.

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