



Dog Kennel Hill Provision for Remote Education

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Copies of this plan are held by:

Shared area	Policies
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Remote education provision: information for parents

This information provides clarity and transparency to pupils and parents or carers about what to expect from remote education if there are local restrictions announced where entire cohorts (or bubbles) are required to remain at home.

What is remote education?

There are different definitions out there, but these are the most common ones:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live;
- Asynchronous education: is when the material is prepared by the teacher and accessed by the pupil at a later date.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- All parents contacted via email or SMS message prior to the start of remote education, to inform them that Learning Packs will be emailed to them.
- Differentiated Home Learning Packs emailed to all parents prior to the start of a period of remote education.
- Parents contacted and given the option of collecting a paper copy of the Home Learning Packs from Day 1 onwards
- Home Learning Packs to include an exercise book (may be the homework book), a pencil and reading book/s.
- During the first morning of remote learning, your child's teacher will organise an overview video where they will explain exactly how learning will work, set out
 - o expectations of your child's involvement and remind children how work will be organised.
- During the 'overview video' the teacher will explain the timetable for the rest of the day and how the children can access extra support if they need it when working independently.
- An online protocol will be distributed to all pupils and parents, to ensure that expectations of children, adults at home, and school are all clear.
- Teachers will discuss remote learning rules to ensure that all remote learning is carried out in a supportive and caring manner as it is in their "real" classroom.
- A full weekly timetable setting out each day of learning will be provided by day 2 of any self-isolation period.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Yes, we will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, where a task requires lots of discussion, the teacher may make amendments so that it is suitable for remote learning.
- PE learning tasks will need to be flexible to allow for children to access them depending on their individual circumstances.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (teaching and independent work combined) will take pupils broadly the same amount of time as children in school. The majority of the timetable for the day will match that of children in school and individual support will be available during normal school hours. If children are unable to complete the learning tasks they are set, then they (or parent/carers on their behalf) should discuss this with the class teacher. This is a blended approach with a mixture of 'live sessions', pre-recorded sessions and assignment-based lessons. The DfE states that schools should provide a minimum of 3 hours home learning for Key Stage 1 children and 4 hours for Key Stage 2 children.

Early Years and Primary school-aged pupils	Number of hours
<p style="text-align: center;">EYFS Nursery and Reception</p>	<p>Pre- recorded overview video (includes English input) Pre-recorded Phonics video Maths Reading/Stories Learning through play activities 30 min Music lesson weekly</p>
<p style="text-align: center;">Key Stage 1 Years 1, 2</p>	<p>Pre-recoded overview video 1 hr English daily 1 hr Maths daily 1 hr Science per week 30 mins to 1 hour of Foundation Subjects 3 x per week 30 min Phonics/ Reading 30 min PE/exercise Optional Mindfulness activities 40 min Music lesson weekly Storytime daily</p>

Key Stage 2
Year 3, 4, 5 & 6

Pre-recorded overview video 1 hr English daily
1 hr Maths daily
1 hr Science per week (year 3 & 4)
1 hrs Science per week (5 & 6)
1 hr Foundation Subjects 2-3 x per week
30 mins Reading daily
30 min Spelling 2-3 x per week
30 min PE/exercise
40 min Music lesson weekly
Storytime – 2 x per week
Optional mindfulness activities

Accessing remote education

How will my child access any online remote education you are providing?

- Children will access learning from private pages on our website. This will include a timetable with links to digital learning.
- School is currently using Microsoft Teams for a daily live 'Teacher Support' session 1x per day for all year groups.
- Children will be able to ask questions and request support during the day using Teams chat and in small groups, some children receive additional live teaching to help their learning
- Teachers also offer a daily recorded overview video to explain the day's learning
- Pre-recorded Maths lesson (using various resources, including Oak Academy)
- Pre-recorded English lessons from the year group teachers
- Pre-recorded Phonics lessons for year 1
- We use Read Write Inc phonic videos to teach phonics remotely.
- Pre-recorded Maths and Phonics sessions for Nursery
- Pre-recorded phonics session for Reception

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following steps to support those pupils to access remote education:

- If your child does not have access to a laptop or a suitable device then we may be able to lend them a laptop. Parents and carers should contact the DKH office via: office@dkh.southwark.sch.uk or call the school office (0207 274 1829)
- Sometimes additional data allowances may be available to support home learning from internet providers or the local authority. We will endeavour to support families to access any support available at the time.
- For any pupils who do not have any access to the internet, printed materials will be prepared and can be collected from school or delivered if required.
- Learning packs need to be collected at the start of a period of self-isolation. During a longer lockdown period or if a child has been directed to shield this will be on a fortnightly basis.

How will my child be taught remotely?

- We use a combination of the following approaches to teach pupils remotely:
- Live teaching (online support sessions) from your child's class or year group teacher
- Pre-recorded video/audio recordings made by teachers – for some lessons pupils will view a pre-recorded video from a private link on our website
- Your child will continue to use the range of online tools that they are familiar with and use in school such as: Timestable Rock Stars, Learning with Parents, RWI
- Printed paper packs produced by teachers (includes learning activities and resources
- e.g. reading books, stationery)
- Our school website is also updated weekly with new resources to support online Learning.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Please expect that your child will be completing a usual day of learning from 9:00am to 3:30pm.
- Parents and children have received an online learning protocol and will be reminded regularly about expectations of school, children and parents/carers on the first day of any remote learning period.
- Please support your child to access the learning but do allow and expect them to complete some of their learning independently (depending on your child's age.)

We expect that children will:

- "Arrive" or log in on time to all of their live Teams sessions
- Be dressed appropriately for learning
- Do their best to complete all independent learning tasks
- Request help through Teams if they are unsure of what to do, or how to do it
- Abide by the agreed remote learning rules and the remote learning contact

We ask that parents and carers:

- Help children to log in to live learning
- Monitor children's safe access to the internet
- Report any problems accessing learning to the class teacher
- Set routines at home to support your child's education
- Ensure that children "arrive" or log in promptly each morning
- Monitor Microsoft Teams account and email for messages from your child's teacher

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

It is important that children continue their learning during any period of learning at home. In order to monitor this:

- A daily register will be taken each morning and during every online lesson
- Any child not attending will be marked absent and we will make contact via email or call you to find out the reason for your child's absence
- The class teacher(s) will monitor children's completion of learning tasks
- If we are concerned that a child is not attending or not engaging successfully with their remote learning, we will contact you by telephone or email to discuss how we can work together to ensure your child's education is not interrupted.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes, which can be marked automatically via digital platforms, are also valid and effective methods, amongst many others.

Our approach to feeding back on pupil work is as follows:

- Feedback will usually be a verbal comment given during live sessions
 - For some pieces of work, we will issue a marked score
 - Where necessary, more detailed feedback may be issued to help a child or group of children understand a misconception in a virtual live meeting.
 - Learning packs to be returned so teachers can review previous learning.
- We will continue to develop this area through Microsoft Teams and we will keep you informed.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example those 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 and carers to support those pupils in the following ways:

- Teachers will differentiate tasks to suit your child's needs
- Teachers will provide resources to support children's learning
- Additional supports, examples and checklists may be provided
- Where individual approaches are required, we will discuss these with you
- Please contact our SENDCo at school if you would like to discuss the needs of your child, and how they will access remote learning.
- We have provided parents with ideas on how to support their child at home – This includes links to websites providing high quality material to support a range of needs e.g. fine motor control ideas, memory support, sensory circuits, social skill development ideas etc...
- We will provide online lessons using 'Specialist' platforms where these are supportive of pupils learning.
- When possible our speech and language therapist will provide remote speech and language therapy for pupils.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- While live remote teaching is not possible while the class teacher is teaching their class, we will use broadly the same approach as outlined above.
- We will ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
- We will use online lessons such as those provided by on line resources when these match the work being taught in class.
- The independent work provided will be broadly in line with the class work their peers are accessing. Teachers will
- provide additional instructions through PowerPoints and slideshows to support the learning.
- Children can request additional support using Teams or email and adults in school will respond to support when they are available.

Protocols for online learning

Teachers

- Teachers will ensure that they have a complex password to access Microsoft Teams. (This means having a mixture of numbers, letters, capitals and possibly special characters.)
- Teachers will check that all the correct participants are present on all video calls they will start the call with a register particularly if many users are involved on the call.
- Ensure settings are fixed so that other users on the call cannot record the conversation covertly and turn off the private chat feature.
- Check the system's settings to ensure that other users cannot record calls. Also remind users at the beginning that the call should not be recorded.
- Teachers must not share sensitive documents over video call e.g. Do not screen share personal data. Other users can click "print screen" and then have a copy of documents they may not be entitled to.
- Teachers will take control of the meeting Teams meetings. They will set the ground rules e.g., making it clear there is to be no recording, setting rules on communication etiquette (such as asking children to raise their hand before speaking).
- When sending Teams links or if you need to send documents or work in advance or following a chat session, do ensure that (1) all users are blind copied (BCC) into the email and (2) avoid sending any sensitive data in those emails. If you need to send sensitive data to a specific individual, do re-check the email address before sending to check it is being sent to the correct recipient.
- Do not give out personal email addresses and numbers to users. Only school email addresses should be provided.
- If you want to implement new software to interact with children, please discuss this with a member of the Senior Leadership Team.
- During video calls teachers should be in a neutral area where nothing personal or anything deemed to be inappropriate can be seen or heard in the background.
- Teachers must dress appropriately for online calls at home.
- Video calls should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed. You must inform parents the call will be recorded for safeguarding purposes in advance. These will be deleted in line with our data retention policies.
- 1:1 contact with a child should be avoided unless a parent or other member of staff is available during the meeting.
- In the event that you need to telephone a parent, please take steps to withhold your number.
- If you find any contact made by parents or children inappropriate, report this to your line manager.
- If you have any safeguarding concerns, please inform a Designated Safeguarding Lead as soon as practically possible.

Parents

Parents will help facilitate online learning ensuring the following:

- That the computer is placed in a neutral area without distractions.
- Ensure that household members who may be seen during video calls are appropriately dressed and use appropriate language.
- Children and parents are not permitted to record video calls or share them with others.

- Ensure your child/ren develop a productive daily routine that keeps them well and able to learn, e.g., going to bed and rising at reasonable times, taking regular exercise, limiting screen time, setting aside specific hours for schoolwork, etc.
- Ensure your child/ren can access a designated place in the home in which to complete schoolwork.
- Check that your child/ren stay up to date with their schoolwork as much as possible.
- Share with your child/ren's teacher/s any concerns you have concerning your child/ren's engagement or wellbeing that may affect their progress.
- Keep in touch with developments affecting the school's ongoing provision by reading regular school communications and routinely checking the school's website.
- Make sure your child/ren use all electronic devices in ways that respect every member of the school community.
- Alert the school to any online concerns, using any the following for guidance at home if needed:
 1. Internet matters - for support for parents and carers to keep their children safe online.
 2. London Grid for Learning - for support for parents and carers to keep their children safe online. Net-aware - for support for parents and carers from the NSPCC.
 3. Parent info - for support for parents and carers to keep their children safe online.
 4. Thinkuknow - for advice from the National Crime Agency to stay safe online.

Children

- Demonstrate self-discipline; establish and follow a productive daily routine that will keep you well and able to learn, e.g., going to bed and getting up at reasonable times, taking regular exercise, limiting screen time, setting aside specific hours for schoolwork, etc.
- Complete all schoolwork as effectively as possible, taking part in the learning activities, events, and activities on offer.
- Follow all instructions carefully and re-read everything before asking someone for help.
- Show the same level of engagement and respect to your teachers when taking part in sessions online. Behave appropriately as you would during a face-to-face meeting.
- Ensure that only authorised individuals are present during the video call.
- Do not record calls, take photos or screenshots on any device without permission of the teacher.
- Be ready to mute your microphone if you are asked to by the teacher
- Please make sure you are appropriately dressed for times when you are talking to your teacher online.
- Please make sure you are ready for learning (not eating, not watching TV, not using another mobile phone etc.) when you are talking to your teacher online.
- THINK before you post online.
- Is it? ● True ● Helpful ● Inspiring ● Necessary ● Kind If not, don't post it!
- Show gratitude to all those who are supporting you.
- Be respectful and considerate to adults and siblings at home who might also be trying to work.
- Leave your work area neat and tidy at the end of each day.
- Ensure you use electronic devices responsibly and if you are concerned by something you see online, speak to an adult or report it immediately:
 - Childline - for support

- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse
- UK Safer Internet Centre - advice for parents and carers

Data protection

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

Explain:

- › How they can access the data, such as on a secure cloud service or a server on the school's IT network
- › Which devices they should use to access the data

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers with their year group team as part of the remote learning system. When emailing a group of parents from the teachers Microsoft email account the teacher will blind copy parents email addresses using the BCC function to avoid sharing personal data. Any data breaches that occur will be dealt with in line with the schools Data Breach Policy.

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

Live streamed sessions will be recorded to protect all parties. These recordings will be stored safely and deleted in line with the school's data retention policy. Most teacher-delivered lessons will be pre-recorded. Increased activity online places children at greater risk so children will be taught regularly about how to keep safe online.

Timings and deadlines:

The mental well-being of both parent/carer and child is very important to us. We know there may be challenges when moving to remote learning. We ask everyone to do their best in supporting the learning the school is providing.

We expect parents/carers to continue to support their child's education at home. Microsoft 365 (and paper activities) can be accessed to work within family schedules and the requirements of parents and siblings to use shared technology. We will try and work with all families to encourage children to engage throughout remote learning episodes. Microsoft activities can be completed by the child on the day, at a time suitable for the family.

Teachers will set deadlines for work to be uploaded or evidenced and we ask that parents encourage children to continually meet such deadlines so that children do not fall behind. If your child is at risk of falling behind, please contact the school.

As we work through remote and online learning together, it is likely that we will face challenges. We will continue to reflect upon practice and may make further modifications and enhancements to improve our offer.