

Primary School Remote Learning

This document is a collection of links and suggestions to support remote learning across your school.

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Section 1: Safeguarding & Wellbeing

Reflection Questions

Has the school robustly risk assessed the use of remote learning delivery platforms and/or resources?

Do the school policies provide clear online behaviour expectations when engaging in remote learning and have they been shared with children, staff and parents/carers?

Do all children know how to report a concern at any given time?

Do all staff know how to report a concern at any given time?

Review and Update Existing Safeguarding Practice

The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their children. Specific Department for Education (DfE) guidance regarding safeguarding and remote education can be found here: [Safeguarding and remote education during coronavirus](#).

When implementing remote learning, schools should revisit and update their child protection policies (including behaviour, anti-bullying, child protection and acceptable use) and ensure that any changes are shared with staff, children and parents/carers.

Schools should review their internal reporting mechanisms and consider if they can be implemented safely. For example, ensuring staff, children and parents can talk to a member of staff (virtually and/or face to face), report to Designated Safeguarding Lead (DSL), use a dedicated school reporting email, “worry boxes” and peer support.

All staff should be reminded to look out for any signs that indicate a child may be at risk of harm, including online, and the processes to follow if they have a concern. A DSL (or deputy) should be available to be contacted on site or via phone or video call.

Staff should also be reminded of the professional practice expectations when using technology as outlined in the school staff behaviour policy and/or acceptable use policy, and the reporting mechanism to follow if there are concerns.

Schools should continue to share appropriate online safety advice and reminders with children and parents/carers. This should include advice regarding age/ability appropriate parental controls and supervision expectations as well as external online safety reporting mechanisms. For example, [Childline](#), [CEOP](#), [IWF](#), [Report Harmful Content](#) etc.

Safeguarding consultations for Kent Schools can be sought from the [Education Safeguarding Service](#) and additional resources, guidance and templates can be found via The Education People blog and website:

- [Safer Remote Learning during Covid-19: Information for School Leaders and DSLs](#)
- [Online Safety links and resources to share with staff and parents/carers](#)



- [Safeguarding Templates, Toolkits and Guidance, including Remote Learning Considerations and Guidance, Child Protection, Acceptable Use and Mobile Technology/Social Media Policy Templates](#)

Safeguarding Records

Staff should be reminded of the school's existing safeguarding record keeping mechanisms and, if using a paper-based method, the location and availability of blank records and how they should be shared with the DSL.

DSLs will need to review any concerns about vulnerable children and ensure that safeguarding records are updated to hold the most up to date information, including any multiagency and emergency contacts. A chronology of events should be present in every file.

Safeguarding consultations for Kent Schools can be sought from the [Education Safeguarding Service](#).

Safer use of Platforms and Resources

All platforms or systems should be assessed and approved by the Senior Leadership Team (SLT) prior to any use with children. Risk assessments addressing potential safeguarding and data protection risks should be undertaken and parental consent should be obtained where required. Where schools are directing children to content from another provider, ensure it is suitable and appropriate.

Policies and procedures will need to be updated to reflect new technology use and behaviour expectations and should be shared with staff, learners and parents/carers as appropriate.

DfE Guidance can be found here: [Safeguarding and remote education during coronavirus](#).

Advice for Kent Schools can be sought from the [Education Safeguarding Service](#) and additional resources, guidance and templates can be found via The Education People blog:

- [Safer Remote Learning during Covid-19: Information for School Leaders and DSLs](#)
- [Safeguarding Templates, Toolkits and Guidance, including Remote Learning Considerations and Guidance, Child Protection, Acceptable Use and Mobile Technology/Social Media Policy Templates](#)

Learner Wellbeing

Remote working can be lonely due to the reduced social interactions that children are having. Being proactive in encouraging methods of looking after children's safety and mental health should be actively sought. Being proactive in promoting healthy habits can help mitigate the challenges that many are facing.



Schools will know their learners best and the pastoral support teams and DSLs will need to be aware of their vulnerable learners and ensure steps are taken to support these children where needed.

Additional support can be sought from external providers who have experience and expertise various needs that children may have such as: eating disorders, stress, anxiety, mental health, bereavement, bullying etc...

If Kent Schools are concerned about the safety and wellbeing of learners, advice can be sought from the [Education Safeguarding Service](#).

Recommended websites:

- [DfE guidance on supporting children and young people's mental health and wellbeing](#)
- [Mind: for better mental health](#)
- [Young Minds](#)

Learning wellbeing may also be addressed by school as part of PSHE education, however not all topics are appropriate to deliver remotely. PSHE leads should work with the DSL to carefully consider whether a topic is safe to be addressed remotely or through home learning. The [PSHE Association Coronavirus hub](#) provides further advice.

Teacher Wellbeing

Remote teaching, setting, marking and planning requires more time to ensure it is specific to both the needs of the parent and child. This is because often the work needs to be self-explanatory which is difficult to achieve.

Steps should be taken to consider the increase in stress and anxiety that teachers may be facing. Making the most of opportunities to speak with staff about their workload and wellbeing can help. Wellbeing is a very personal aspect of everyone's work and will need to be considered carefully - looking for common themes and quick fixes can be a good place to start - since if teachers go off sick due to stress there is limited capacity in the system to pick up the slack.

Teachers' safety will need considering when completing risk assessments and reviews of technical, curriculum, data protection and safeguarding for all digital platforms that are being used.

Any personal data used by staff or captured or used when delivering remote learning must be processed and stored with appropriate consent and in accordance with data protection requirements, GDPR and school policy.

Staff need to also know where they can get help if they need such as at the [Education Support](#) or [MindEd](#).



Section 2: Equality of Access

Reflective Questions

Previously, how have children with SEND engaged with remote learning?

Do all staff know how to provide the support necessary to meet the needs of their learners?

Statutory Obligations

Schools are expected to make reasonable adjustments to ensure equality of access. This includes:

- Access to technology
- Access to support
- Differentiation
- Equality with the in-school offer.

Children with EAL, Visual or Hearing impairment (VI, HI), those with SEND, those living in overcrowded accommodation, young carers and those deemed as disadvantaged will need to be considered in the reasonable adjustments.

Children in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other children. Likewise, some children with SEND will require specific approaches tailored to their circumstances.

Children with EHC Plans will have their own requirements as set out in the plans. Completing a risk assessment that looks at the support that should be in place will help schools to identify how and indeed if that can continue. It is advisable to seek the support of the Local Authority to discuss changes to provision. You can do this via the Provision Evaluation Officers (PEOs).

Vulnerable Children

DSLs should:

- Liaise with multiagency colleagues to identify how best to meet the needs of children who are particularly vulnerable, including those identified as vulnerable since March 2020.
- Consider how best to integrate the children who were previously not engaging in remote schooling.
- Ensure DSL trained staff are available to attend and contribute to multiagency meetings.



Examples to Consider

	Example	Actions to support
<p><u>Vulnerability from need</u> The impact that the young person's needs have on vulnerability. Can the needs be met at home? What support is needed to facilitate learning at home?</p>	<p>A child with ADHD at home can be challenging for care givers. Additional environmental factors can exacerbate characteristics of the need.</p>	<p>Risk assessments - assess the risk of learning in all environments, Ensure that work is differentiated and accessible. Ensure that instructions are clear for parents as well as young person.</p>
<p><u>Vulnerability from workload</u> What is impact of the expected learning on the child and home environment?</p>	<p>There may not be the capacity or the specialism to provide a high level of support at home. Does the expected workload create challenges and does this increase a young person's vulnerability?</p>	<p>Maintain <u>regular contact</u> to support and continually assess risk as well as to provide support.</p>
<p><u>Vulnerability from need</u> The impact that the young person's needs have on accessibility. Are teachers aware of the needs? What support is needed to facilitate learning at home? The impact VI or HI may have on their learning</p>	<p>A child with literacy difficulties may have additional resources not available at home. How can this child access and complete his work? Is the text large enough to be read? Is the audio tuned in to any hearing aid?</p>	<p>Ensure that work is differentiated and accessible. Interventions as online classes. Ensure that instructions are clear for parents as well as young person. Utilise resources to support planning. Make sure you know whether a VI or HI child needs access. Focus on accessibility as part of year group planning for blended learning. Maintain <u>regular contact</u> to support and continually assess risk as well as to provide support.</p>
<p><u>Resources and support:</u> What is available to the child when completing work that has been set?</p>	<p>There may not be the capacity or the specialism to provide a high level of support at home.</p>	<p>Maintain <u>regular contact</u> to support and continually assess risk as well as to provide support.</p>

Further Guidance

- [Special Educational Needs in Mainstream Schools: five recommendations on SEN in mainstream schools by the Education Endowment Foundation \(EEF\)](#)
- [SEND Gateway resources](#)
- [SEN Code of Practice 2014](#)



Section 3: Digital Support

Reflection Questions

Are staff aware of what support is available to them in utilising their technology?

What are the current barriers that need addressing to make the most of the technology available?

Lack of Devices

From January 2021, DfE have increased the help available through its get help with technology programme.

To reapply for more devices or internet access, applications can be found [here](#).

There is also [extensive support available](#) for managing both technical and logistics elements of ensuring children have the right access to a device and internet.

Not all learning activities need to be device dependent.

Support at Home

Ensuring that parents and carers have good technical knowledge is also important. If not, they will not be able to support appropriately where needed. If this is the case, then appropriate easy to follow guides to how to access the online platforms can help ensure there is support at home.

School Platforms

It is also likely that staff and learners will also need technical support for passwords for new systems or they may have expired or been forgotten. Activities are likely to be required to be undertaken by technical staff which will need appropriate access. Where possible training admin staff to carry out password resets may be time saving for teaching staff.

Teacher Support

Staff may also require training in how to best utilise systems within schools. Time and training should be given so that teachers can transfer their lessons to be shared remotely. If staff find it difficult to create remote lesson material it is worth exploring the [DfE funded](#) training and support.

Further Guidance

- [EEF Covid-19 Support guide for schools](#)
- [Get help with technology](#)
- [EdTech Demonstrator Programme](#)

Section 4: Effective Remote Learning

Reflection Questions

What, in your experience, has been the most effective approach to remote learning in your context?

What have been some of the barriers/ limitations?

How have you been able to overcome these?

DFE Requirements

Schools and teachers are expected to:	Support guidance or resources
Set assignments so that children have meaningful and ambitious work each day in a number of different subjects.	A suite of recommended resources produced last year are available for schools: Blended learning resources .
Set work that is of equivalent length to the core teaching children would receive in school, and as a minimum, for primary: 3 hours (KS1) or 4 hours (KS2) a day, on average, across the school cohort.	<ul style="list-style-type: none"> Set work daily, not weekly. Start each day with a whole class introduction to the learning. Make routines and procedures clear to families. If the expected length of lessons is different on different days, or is different in different year groups, explain why to families. Ensure equity across classes in the same year group.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.	<ul style="list-style-type: none"> EEF guidance highlights keys to successful implementation of distance learning. Look to provide a structure for teachers to use to support retention and recall of learning. This article sets out a model based on Rosenshine's principles.
Have systems for checking, at least weekly, whether children are engaging with their work, and inform parents immediately where engagement is a concern.	<ul style="list-style-type: none"> Leaders and Designated Safeguarding Leads (DSLs) should be monitoring engagement at least weekly, paying particular attention to vulnerable children. Most learning platforms have audit tools built in so that this information can be accessed at any point. Information on how to support parents that may find it difficult to provide help



	at home is available from EEF.
Gauge how well children are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.	<ul style="list-style-type: none"> As part of the lessons structure outlined in the article above, routinely include assessment questions in lessons. Use the hands up/hands down and chat facility to quickly check for readiness to move on during live lessons.
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 children' understanding.	<ul style="list-style-type: none"> This article sets out a table of helpful ideas to support formative assessment. The EEF guide to home learning planning includes practical assessment examples.
Avoid an over-reliance on long-term projects or internet research activities.	By setting regular work that aligns with the school curriculum plan wherever possible rather than extended independent research projects.
Publish information for children, parents and carers about their remote education provision on their website by 25 January 2021.	Use this optional template or similar.

What Has Been Learnt?

The [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 children receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling children 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). It is important that schools consider how to transfer into remote education what they already know about effective teaching in the live classroom.

Ofsted’s guidance on [what's working well in remote education](#) gives helpful points to consider.



Characteristics of Effective Teaching to Consider

- Activate prior knowledge through recap and retrieval to create links with existing schema.
- Introduce new material in small steps to avoid placing too much pressure on the working memory. The quality of explanation is important here too and there is much that can be done to refine verbal input using concrete examples, non-examples, dual coding and careful use of language.
- Check understanding using questioning and other formative practises.
- Give children opportunities to see what success looks like through exemplars and modelling. This will support children in being able to make the abstract concrete and see how the stages and processes in a task link together.
- Allow children time to deliberately practise the application of new knowledge. Timely feedback at this stage will be important to reteach, and redirect.
- Provide opportunities to work independently and know what it means to succeed in the task. For learning to become embedded, children need to be able to apply it and eventually transfer it to new situations.
- Use distributed practise and retrieval practice to ensure that the learning has been transferred to the long-term memory and children are able to use it in a flexible way.

Many of these principles will need to be contextualised for your school's context. Teachers need training and development opportunities to be able to get the best from these strategies for their subject and the delivery they are using.

Formative Assessment

When planning for remote learning it is important to consider how assessment will be part of the lesson - planning how it will be part of the learning is important so that adaptation can be made. Considering how to elicit responses from children to check for understanding also helps children to stay engaged throughout. Praising children who do engage and show effort sets an expectation that this is important, and looking for ways to encourage all to participate should also be encouraged. [Here](#) you will find a list of effective online tools to use within lessons and here few examples of the types of assessment that can be utilised within remote learning:

- Setting self-marked quizzes (eg on Microsoft Forms and Google Forms)
- During live lessons making the most of the chat facility or direct questioning
- Where possible children can send work via the platform eg photos or documents
- Polls can be used to generate quick summaries of class understanding.
- Exit tickets.

This article contains guidance on [feedback](#).

Further Reading

- [EEF Best evidence on supporting children to learn remotely](#)
- [HISP Research School Reflecting on remote teaching](#)
- [DfE framework to review remote education provision](#)

Section 5: Curriculum Considerations

Reflection Questions

How will learning remotely have the potential to disrupt the current sequencing of the curriculum?

What are the potential opportunities that might enhance parts of the curriculum through remote learning?

How will you identify gaps?

Which are the absolute necessities in the curriculum (threshold concepts etc) that would be best delivered face to face?

Curriculum Sequencing

The DfE have provided some examples of curriculum sequencing by [Ark Schools](#). What is to be taught by teachers and learned by children needs to be carefully sequenced as well as ensuring sufficient time is spent on retrieval of material to mitigate any gaps. Middle and subject leaders should review curriculum maps to look at key topics and make effective use of formative assessment and respond to this information. These following questions should also be considered by subject leaders:

- Is there a clear learning intention for each learning episode?
- How is it linked to curriculum/ developmental phase as part of the 'big picture'?
- How is this linked to prior learning to build schema?



Section 6: Communication & Engagement

Reflection Questions

What has worked well in engaging parents and carers in supporting remote learning?

How effective is communication currently?

Can it be improved?

Communication

Ensuring work is clearly communicated and sets expectations of what is required.

Systems should be in place to check that children are engaging in the work being set and parents should be informed where engagement is a concern.

Parental Engagement

Working effectively with parents can be challenging and is likely to require sustained effort and support.

School Home Support have a helpful [parental engagement toolkit](#) that can support a review of how best to maintain and improve communication with parents.

The DfE has recently updated their template on [providing remote education information to parents](#).

More advice can also found in the [September Guidance](#) on page 20, as well as this comprehensive [Review of best practice in parental engagement by the DfE](#)

Child Engagement

Updated [guidance](#) indicates that schools are expected to check up on children engagement “at least weekly”.

A checklist for engaging children can be found [here](#).

Final Reflection Questions

- What are the main points from the guidance that you would want to take back to your teams and school?
- What further information do you need?
- How could The Education People support you further with Remote Learning in your context?

Further Support

Schools are advised to talk with their collaborations and Improvement Advisers when seeking good practice examples around specific issues.

The most up to date information can be found on the [Department for Education Website](#).