



# **KINGSMOOR PRIMARY SCHOOL**

## **Remote learning policy**

Adopted by Governing Body

Summer Term 2023

## **VISION**

***Kingsmoor Primary school: 'An inspirational school where all want work, learn and grow to become the best we can be.'***

## **AIMS**

This Remote Learning Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school as a result of government guidance or critical incident within the school – resulting in the closure of school/class/bubble
- Make clear our expectations of staff who are self-isolating, but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils who aren't in school, including those with SEND, medical conditions, through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being and safeguarding
- Ensure that pupils learn new knowledge and skills, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

## **WHO IS THIS POLICY APPLICABLE TO?**

- A pupil (and siblings as applicable), who is self-isolating because of a positive Covid-19 test within the household and is well enough to engage in school work
- A pupil who may be at home due to a medical condition but has capacity to complete school work
- A whole cohort that is self-isolating because of a coronavirus/contagious outbreak
- Whole school closure due to local or national lockdown (See critical incident policy for implementation of this.)

## **RESOURCES**

Resources to deliver this Remote Education Plan include:

Our online platform: Zoom/Teams

- Information for parents. This includes each pupil's Zoom/Teams lesson log-in and detailed instructions on how to log on. (See Appendix 1)
- Access to Class Dojo – communication between teacher and pupil/parent (Appendix 2)
- Access to school's website

- Printed learning packs for each pupil to support the online learning
- Books and other physical learning material as required
- Laptop/tablet/computer – to be supported through school if unavailable at own

### **APPROACHES TO LEARNING: OUR PRINCIPLES**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study the full curriculum inclusive of all core and foundation subjects
- Pupils will learn new knowledge and skills, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble/cohort is completing within school
- Activities will be varied and not solely consist of 'screen time'
- Teachers will have access to a wide variety of resources to share remotely, such as Read, Write inc phonics, White rose Maths, Oak Academy, NCETM lesson, Charanga (Music), BBC Bitesize, I See Maths.
- Staff will have the training they need to provide online learning safely
- All pupils will have access to the resources they need to learn. We will ensure this by having appropriate resource e.g. phonics cards, Maths equipment, at home
- Teachers will communicate the purpose of activities for pupils to ensure that they understand what they are learning and how they can be successful. This will be communicated through class Dojo and/or live on Zoom/Teams stream.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, in an age appropriate way.
- SEND will not be a barrier to accessing the curriculum at home because the school will work in partnership with families with regular communication and bespoke support for each targeted pupil.
- Senior Leaders will measure engagement in remote learning by working with teachers to gauge strengths and weaknesses and use this information to review provision and make changes as necessary

### **CURRICULUM COVERAGE**

Whilst working remotely, staff will aim to deliver pupil's Year group timetable so full coverage of the curriculum is maintained.

Class Dojo will be used as the main form of communication between pupils, parents and the class teacher. Class Dojo will explain the structure of the school day- and is where staff can upload relevant worksheets, supportive videos/resources and communication can take place between home and school.

Pupils will receive a work pack to support their learning remotely.

Work will be uploaded to class Dojo which will be in line with their Year group curriculum and enables the pupils to build on the progress they have made in school. Provision will be **a blend between online resources, downloadable worksheets, supportive videos which accompany specific aspects of learning, White Rose maths remote provision, small group/whole class zoom sessions led by the class teacher or teaching assistant.** It is extremely important that Class Dojo can be accessed by each child/parent on a daily basis – and it can be accessed through any internet browser, on tablets, laptops or a phone.

To support each pupil's learning, Online programs can also be used: **TT Rock stars, (Y3-6) Numbots**

## **(KS1), Spelling shed, (Y1-6) Maths Shed (Y1-6)**

Every pupil will be expected to follow their daily timetable – this will include **daily Maths and English activities**.

In addition to this, the Year group teacher will set work linked to all core and foundation subjects which follows the planning and curriculum overview in school. (Science, History, Geography, RE, RHE (Relationships, Health education), Music, Art and Design and technology, MFL and PE. )

## **WORKING WITH PARENTS**

We are committed to working in close partnership with families and providing remote learning in different ways when necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use Zoom/Teams and class Dojo, including pupil login information.

Resources will be shared with pupils and parents via Class Dojo which parents sign up to on each year.

We would encourage parents to support their children's work and to establish a routine based around the school day wherever possible.

Work packs will be available for parents to collect from the office to support each pupil's online learning.

Should parents be unable to access online work for any reason, they will be expected to contact the school office as quickly as possible so that other arrangements can be made to support them.

All children sign an 'Acceptable Use Policy' at school, which includes online safety rules. This applies when children are working on computers at home, as per Kingsmoor's Online safety policy.

## **ROLES AND RESPONSIBILITIES**

### **Senior leaders**

Senior leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Leading virtual meetings to ensure consistency across the school.
- Monitoring the effectiveness of remote learning, including by using pupil voice, auditing the work online and the resources produced for pupils.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **Teachers**

Teachers will be provided with the necessary training on how to use Zoom/Teams and Class Dojo. When providing remote learning, teachers must be available during usual teaching hours and working days.

Teachers unable to work for any reason during this time should contact the Headteacher to ensure their class are provided with remote learning.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for all pupils in their class. Ensuring this is set at an appropriate level.
- The work set will be communicated through Class Dojo and/or the Year group blogs (School website) if implementing remote learning for a whole cohort.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers will set work using the Zoom/Teams online platform and Class Dojo
- Daily English and mathematics work and one other subject
- Planning and resources will be completed by each class teacher
- Providing feedback on work – this can be done orally during online lesson input or marked together on screen. Alternatively, written work can be sent in through Dojo/marked upon return in person

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

- Teachers/teaching assistants are expected to make weekly contact (Minimum), via class Dojo, phone calls or through Zoom/Teams.
- If there is a concern around the level of a pupil's engagement, the teacher should ring a parent and talk to Senior leaders.
- Teachers should only use Class Dojo to communicate with parents or in person (Phone call)
- Teachers should check Class Dojo at least once in the morning and once in the afternoon and should respond to all parents within 48 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the message and refer to senior leaders for support
- Persistent disengagement from pupils/parents should be referred to senior leaders
- Calls made using staff's personal phones must have no caller ID set up so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home, by responding to their messages and updating the SENDCO, Deputy Headteacher or the Headteacher. Relevant wellbeing support will be implemented through ELSA/PFSA/senior mental health leads where applicable.
- Any complaints or concerns shared by parents or pupils should be reported to the Deputy Headteacher or the Head teacher or any safeguarding concerns, refer immediately to the Designated safeguarding leads.

Staff who are required to self-isolate/unwell are expected to:

- Follow the normal reporting procedure for planned absence
- If able, share any medical/test results with school so that appropriate plans can be made
- Following contact with school, the Headteacher may set up a referral to Occupational Health to support that individual
- If unwell themselves, teachers will be covered by either supply teacher or internally. Planning and other activities will not be undertaken until the teacher is fit for work.

### **Teaching Assistants**

Teaching assistants must be available during their usual 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 assistants must complete tasks as directed by their class teacher or senior leaders. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Senior leadership team
- Assist the class teacher with supporting pupils
- Delivering small group online sessions if applicable – Eg: phonics/guided reading/ELSA/intervention groups
- Prepare home learning resources

- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents and key pupils – welfare checks
- Complete work that accords with school improvement priorities

### **Designated Safeguarding Lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Any safeguarding concerns which take place while not in school should still be reported to Kingsmoor's DSL – Mrs Joanne Warren. Alternatively, parents/staff can contact Somerset Direct/Police.

### **The SENDCO**

The SENDCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and will liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs
- Identifying the level of support required by pupils
- Liaise with school ELSAs and PFSA and mental health leads to ensure all pupils are supported emotionally during any period of absence

### **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.
- Ensuring all IT systems are effective – liaise with IT support system
- 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

### **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Attend all live lessons and complete work set
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants via Class Dojo
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine
- Support their children in their reading as far as they are able, so that they continue to read their home reading book/books from home
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by Class Dojo or by contacting the school office via [Office@kingsmoorprimaryschool.co.uk](mailto:Office@kingsmoorprimaryschool.co.uk) if they need to

• speak with senior leaders.

- Be respectful when making any concerns or complaints known to staff

### **Governing Body**

The governing body 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 staff workload is managed by Team Leaders and Senior Managers.

### **PERSONAL DATA**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online and should speak to senior leaders if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

### **KEEPING DEVICES SECURE**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

### **SAFEGUARDING**

Staff should ensure that all safeguarding concerns are reported immediately to a designated safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the Senior Leadership Team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during your training.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

### **EXPECTATIONS OF STAFF DURING ONLINE MEETINGS**

When attending virtual meetings, all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

See Appendix 2 for Zoom remote learning guidance for parents/pupils.

### **LINKS WITH OTHER POLICIES AND DEVELOPMENT PLANS**

This policy is linked to our:

Safeguarding

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Online safety acceptable use policy





## Appendix 1

Kingsmoor Primary School

### USE OF ZOOM/TEAMS FOR CHILDREN RISK ASSESSMENT

<b>Assessment by (Name/ Role):</b>	Mrs Joanne Warren (Headteacher) Mrs Lesley Williams (Data protection lead) Mr Neil Thompson, (Deputy and computing/online safety lead)		
<b>School Setting</b>	Kingsmoor Primary School		
<b>Date of assessment:</b>	11/1/21 reviewed 10/5/23	<b>Date for periodic review (annually):</b>	Daily review during occasions of remote learning.

Potential Risk / Hazard description	Who might be harmed? How is that harm brought about?	Action to be taken	By whom	By when	Action complete Y/N?	Level of risk now
Security/privacy issues related to use of Zoom/Teams software	Meeting links are public	<ul style="list-style-type: none"> <li>Do not publish on social media or in public forums.</li> <li>Date and time, together with link to meeting to be emailed to parents via Class Dojo.</li> <li>Recurring meetings to be set up to avoid multiple emails being sent. 1 email with have all details of meetings.</li> <li>Both parents and participants to be directed not to pass on link details to other persons, regardless as to how well they know them. If login is mislaid please ring the school office.</li> <li>Only Kingsmoor teaching staff to provide parents with login details – via JW and email system in school.</li> </ul>	Host Teachers Office Team/JW Parents of participants All staff	Ongoing	Y	Low

Potential Risk / Hazard description	Who might be harmed? How is that harm brought about?	Action to be taken	By whom	By when	Action complete Y/N?	Level of risk now
Uninvited /unknown person gaining access to the meeting	Unintentional facilitation of access to students of meeting	<ul style="list-style-type: none"> <li>The 'Waiting Room' function to be enabled on all sessions.</li> <li>The host must visually or at least by audio, confirm that the expected child is watching/ listening, and is not an unknown person.</li> <li>The host teacher to admit only those participants on the register for that session.</li> <li>A register to be taken before the lesson begins.</li> <li>The 'participants' tab to be monitored periodically throughout the lesson.</li> <li>Log in name should be appropriate if using an adult account - check that a joke or inappropriate word name hasn't been used.</li> </ul>	Core Team Host Teachers Support staff	Ongoing	Y	Low
Using Personal Meeting ID to host public events	This creates a continuous meeting – anyone can access, switch off in account settings	<ul style="list-style-type: none"> <li>Only staff school email addresses used to create Zoom accounts.</li> <li>These accounts to be used for the sole purpose of the Zoom/Teams online lessons.</li> <li>Unique Meeting IDs to be created for recurring meetings scheduled.</li> </ul>	All staff	All staff	Y	Low
Inadvertently providing access to personal information	Using Facebook to log in – access personal information  Intellectual property rights issues  Adverts not in keeping with the content and meaning of the lesson	<ul style="list-style-type: none"> <li>Staff to sign in using accounts set up using school email addresses.</li> <li>Parents to ensure they have set up their zoom account via their email address not Facebook. Ensure sign in through email account.</li> <li>Ensure the zoom ID name is appropriate.</li> <li>NB. It is not a requirement to log in to zoom to join a meeting. It is possible to just click on the link and the zoom app opens on the tablet or PC without a zoom account.</li> </ul>	Host Teachers  Parents of Participants	Ongoing	Y	Low

Potential Risk / Hazard description	Who might be harmed? How is that harm brought about?	Action to be taken	By whom	By when	Action complete Y/N?	Level of risk now
Unauthorised recording of sessions	Host and potentially participants may record meeting	<ul style="list-style-type: none"> <li>Staff to be informed that sessions are to be recorded by the host teacher only.</li> <li>Recording of sessions by participants to be disabled in account settings.</li> <li>All participants to be informed that the session must not be recorded by any person other than the host.</li> <li>Participants to be reminded at the start of each session that recording is not permitted.</li> <li>Any suspected recording to be brought to the attention of JW immediately.</li> </ul>	JW Head  Host teachers	Prior to the commencement of the lesson / meeting  Ongoing	Y	Low
Transfer of additional information	Files can be shared in the following facilities: <ul style="list-style-type: none"> <li>Chat</li> <li>Share Screen</li> <li>Private message</li> </ul>	<ul style="list-style-type: none"> <li>Share screen facility to be limited to 'Host Only' in Settings.</li> <li>Private message facility to be disabled.</li> <li>Chat facility to be monitored by the support staff throughout lesson.</li> </ul>	Host Teachers  Support Staff	Prior to the commencement of the lesson / meeting  Ongoing	Y	Low

Potential Risk / Hazard description	Who might be harmed? How is that harm brought about?	Action to be taken	By whom	By when	Action complete Y/N?	Level of risk now
Risk of inappropriate online contact/ grooming or allegations	Inappropriate use of Zoom platform or contact on other electronic platforms  There is a facility to private message during a meeting	<ul style="list-style-type: none"> <li>All meetings to be group if possible. 1:1 ELSA sessions should have adult present with them.</li> <li>Two members of school staff should be present if at all possible. This could be an adult working in school attending the same meeting.</li> <li>Both the 'host' of the lesson and the support staff member to be an adult who has undergone safeguarding training and has DBS clearance as a member of school staff.</li> <li>Both members of staff to be familiar with Online Safety and safer use of technology guidelines.</li> <li>Both members of staff to be aware of the procedure to be followed should a child make an unexpected disclosure.</li> <li>The 'waiting room' feature to be used for all lessons so no participants can join before the host.</li> <li>Ensure Screen sharing is restricted to the host only.</li> <li>Ensure Private messaging facility is turned off.</li> </ul>	Host Teachers Support Staff  JW – Head NT – Computing lead	Ongoing  Prior to the commencement of the lesson / meeting	Y	Low
Inappropriate sharing of personal information/ contact details	Sharing of personal information verbally, through messaging or through details visible in the background of the camera view.	<ul style="list-style-type: none"> <li>School staff to ensure they are in a neutral space without personal information visible.</li> <li>Reminders not to share personal information, i.e. addresses, etc to be given to the children.</li> <li>School staff to visually scan each screen shot at earliest opportunity to seek to establish any inappropriate or sensitive background, etc.</li> <li>Parents to ensure that the background area is free from personal items like family photos, links to address etc.</li> </ul>	Host Teachers  Support Staff  Parents of participants	Prior to the commencement of the lesson / meeting and then  Ongoing	Y	Low

Potential Risk / Hazard description	Who might be harmed? How is that harm brought about?	Action to be taken	By whom	By when	Action complete Y/N?	Level of risk now
Lack of parental presence/ consent	Children may not adhere to the online safety expectations and put themselves at risk	<ul style="list-style-type: none"> <li>All communication regarding timings and login details to be sent to parents via school email.</li> <li>An adult will be available / visible / within earshot / in the house at all times when remote contact takes place with a child.</li> </ul>	Office Staff Parents of participants	Prior to the commencement of the lesson / meeting and then  Ongoing	Y	Low
Inappropriate clothing/ setting for sessions	Participation in meeting while wearing inappropriate clothing or in an inappropriate Location e.g. bedroom	<ul style="list-style-type: none"> <li>Clear guidelines to be given to all students, parents and staff on wearing suitable clothing and choosing a suitable location for accessing meeting.</li> </ul>	Staff Pupils/Parents	Prior to the commencement of the lesson / meeting	Y	Low
Children/staff screen time too long/intensive	Increase in headaches/ health/eyesight implications/ increased anxiety	<ul style="list-style-type: none"> <li>Staff conscious of screen time for their year group and adjust timings accordingly.</li> <li>Ensure breaks are given from screen.</li> <li>Advice to look away from the screen every so often to refocus eyes.</li> </ul>	Staff	Ongoing consideration	Y	Low/ Medium
Children struggling mentally/emotionally with online/Zoom sessions – increasing own anxieties	Emotional outbursts/ highly anxious	<ul style="list-style-type: none"> <li>High levels of communication required with parent/pupil and teacher – use of Homelearning email/school mobile/office to keep staff informed how child is feeling.</li> <li>Reassurance from teachers to child/family.</li> <li>Option to leave session to complete work independently if adult support available. (See Zooming at Kingsmoor information sheet for reassurance to parents/child.)</li> <li>All families to receive Zooming at Kingsmoor information sheet to relieve concerns/establish clear protocol for children.</li> </ul>	Staff Parents Pupils	Ongoing consideration	Y	Low

# Online learning at Kingsmoor!

If you have any specific questions/queries/feedback or thoughts, please email your child's class teacher via Class Dojo.

## Information for all pupils when on Zoom/Teams. Please...

- Keep yourself on mute unless your teacher tells you otherwise.
- Respect your friends/teacher when they are talking and listen to each other – one voice at a time.
- Have your work pack ready and be organised with your pen/pencil. Try and check the blog before the lesson to see what you will need to have ready.
- Sit in a comfortable place/position where you won't be distracted.
- Do not bring any toys/unnecessary devices to a zoom session with you – this is distracting for you and others.
- Treat your lessons like you would in the classroom – therefore ideally no eating during this time.
- Siblings should not join the sessions if at all possible – parents are welcome!
- Do not use the draw facility on zoom/Teams – no one should be drawing on the screen.
- **Only** use the chat/message facility if you are asked to do so by your teacher.
- Do not private message anyone during the sessions.
- When the teacher is sharing their screen, they are unable to see all children and may miss a 'hand up'. Please be patient or unmute yourself to talk to your teacher.
- If you need further help with your ask your teacher to explain further at the end of the session. It may be difficult to address everyone's needs during the main session, but your teacher will happily talk to you afterwards – **remember it doesn't matter if you don't understand absolutely everything – the majority of your learning is always revisited.**

Please note that Class Dojo will state the structure for each day. The work for afternoon lessons such as topic/science/art etc. will be shared via Dojo. All work is expected to be completed. Please keep this in your work pack ready for collection by your teacher.

## **What pupils/parents shouldn't worry about:**

- Do not worry if your internet/signal drops out and you leave the meeting – these things happen. Teachers completely understand it is not your fault. Try and join again if possible – or send a message to school if experiencing difficulties. Please message via Class Dojo.
- Zoom/Teams sessions will vary in times depending on the year group. We are aware that screen time can be intensive and exhausting for both pupils and staff! Staff will do their best to keep content and screen time to an appropriate amount per year group.
- If a lesson runs over time and you need to leave, it is perfectly ok to do so. Do as much as you can and if possible, complete the rest independently. We are aware parents may also need technology for their work too!
- Equally, if you are available to offer support after the initial introduction has been delivered by the teacher, you may prefer to support your child independently and decide not to stay for the whole zoom session. Let your class teacher know if this is the case.

- Contact your class teacher if your child is having difficulties accessing the content of the zooms – we will do our best to support.
- We know every child/family are doing their very best – so please be kind to yourself! No need to get upset if a particular lesson isn't completed or something comes up at home – email your teacher to explain – we will completely understand.

#### **Work submission and next collection of packs**

- This first work pack should be kept neat and tidy with all your work inside. It will be collected in when you are asked to collect your next work pack from school.
- Pupils can use Class Dojo as their means of uploading work and communication.
- Teachers will review and assess submitted work to gain a level of understanding for your child and identify any misconceptions for future learning.

Kingsmoor staff fully appreciate all the support you are giving your child to help them access this additional provision and online live lessons.

Please ensure you continue to communicate directly with your child's class teacher via Class Dojo or alternatively, request they give you a call via the school office/text, should your child experience difficulties or appear anxious at any point. It really is ok to do this so please do not hesitate!

#### **Most importantly...**

**We know every child/family are doing their very best – so please be kind to yourself and others! Do not compare yourself to others. Please don't get upset if a lesson isn't completed or something comes up at home. Message your class teacher via Dojo.**

## Appendix 2

### **KINGSMOOR PRIMARY SCHOOL**

#### ***Class Dojo information for parents***

**Improving communication and feedback on your child's progress across the whole school!**

**Class Dojo was implemented across the school in 2022 as a means of encouraging a great work ethic, recognition of a positive attitude towards learning and demonstration of the school values.**

#### **KINGSMOOR'S COMMUNICATION WITH PARENTS**

Establishing and maintaining positive relationships with all our parents is of the upmost importance to the school.

We believe the most powerful way of doing this is through **face-to face contact** and a welcoming approach, which ensures all parents know they can come and talk to staff members or the senior leadership team about any aspect of their child's education. This encompasses our value:

#### **RELATIONSHIPS**

Therefore, should you have a direct question/or concern with regards to your child, we are still asking you to make an appointment with your child's class teacher in the first instance, if possible and appropriate – this is a lot easier and more personal than messaging/emailing – and avoids misinterpretation.

- If a short conversation – please speak to the teacher at the start or end of the school day.
- If a more detailed discussion is required, please ring the school office on 01278 683371 to make a mutually convenient appointment.

#### **HOW DO KINGSMOOR UPDATE ON PROGRESS?**

The school shares progress updates about your child at two parent's evenings across the year. 1 in the Autumn term (November) and one in the Spring term (March/April). At the end of the school year a progress report is written and parents are invited to come and discuss this further should they wish to do so.

Thus said, **parents are welcome to ask to view their child's work and receive verbal reports from their teacher at any point during the school year** – so please do ask if you would like an update on how they are doing or maybe how you can support at home.

The staff formally assess pupils on a termly basis and a detailed pupil progress meeting takes place amongst school leaders. Read write inc (phonics) assessments are half termly, as are specific interventions allocated to groups of children.

#### **HOW CLASS DOJO HELPS SUPPORT PARENTAL FEEDBACK/COMMUNICATION.**

Teachers will post updates on whole class work which has been undertaken in the class. This will enable parents to view progress across the subjects and have an increased insight into the knowledge and information taught and to talk about learning at home should the opportunity arise. Teachers can post individual posts to parents if there is a specific item that they would like to celebrate and incremental steps achieved in the child's day to day learning.



Class Dojo gives the parents opportunity to:

- View, like, and/or comment on any Class Story, School Story, or Portfolio posts in their newsfeed
- View their student's Reports up to two weeks ago
- View and Respond to Messages exchanged with teachers (**Please note: Teacher's working day is up until 4:30pm.** If quiet Hours are set when a parent views their Messages, they will automatically see this notification: "It is [teacher]'s quiet hours. They may not respond to your messages until later). [This could be the following day. If urgent, you must contact the school.](#)
- Update their Account Settings, which includes their basic information, login details, and language preference
- Staff have been encouraged not to answer messages outside of school hours.
- If you have an issue with any of these account features, you can gain support from [hello@classdojo.com](mailto:hello@classdojo.com).

### **HOW WILL I ACCESS/SET UP CLASS DOJO?**

When your child starts at Kingsmoor you will be given a home log in. You can log in to Dojo by either downloading the app or by searching through a web browser.

You will be required to put your details in (email), create a password and then activate your account.

### **Class Dojo and how the school are using it to communicate with parents is free.**

Once you are logged in, and on the app – you will get prompts for you to update to Dojo plus **(Free Trials/£6.99 A Month) – YOU DO NOT NEED TO DO THIS FOR SCHOOL!**

### **Class Dojo will enable you to see the points your child receives in school.**

**(Please NOTE: Each teacher gives out points differently – so please don't compare between siblings!!)**

You can also award points at home should you wish to – there are different categories which may prove helpful as incentives. (This info is for you only and doesn't get added on in school.)

The app also looks to be very helpful for health and wellbeing support – so hopefully will be a good addition for parents.

### **DATA PROTECTION AND CONSENT**

If you have consented to photos/videos on social media as per the original consent form sent out in the last couple of years, we will include class Dojo within that remit. (Social media includes: Facebook/Youtube/School website/Class Dojo.)

If you have any reservations concerning this please contact the school.

We look forward to sharing your child's progress with you.