**REMOTE LEARNING POLICY DURING PARTIAL CLOSURE- revised January 2021**

## 1. Aims

This remote learning policy for staff aims to:

- ✓ Ensure consistency in the approach to remote and online learning for pupils and staff
- ✓ Set out expectations for all members of the school community with regards to remote learning
- ✓ Provide appropriate guidelines for data protection and GDPR
- ✓ Ensure equality of opportunity.

**1.1** When teaching pupils remotely, the Government expects schools to ( January 2021) :

- ✓ set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- ✓ set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:

- ✓ 3 hours a day, on average, across the school cohort

- ✓ provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos

- ✓ have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern

- ✓ gauge how well pupils 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

- ✓ 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 pupils' understanding

## 2. Roles and responsibilities

The aim of the policy is to highlight the systems that will be in place to ensure quality and safety during longer periods of blended learning and also the steps that we will put in place to ensure that our families and staff are prepared for supporting the onward direction of the school and pupil outcomes at home.

- All staff will conduct themselves according to the schools Code of Conducts during periods of closure.
- Staff should be aware of the expectations of working during periods of Self Isolation (Appendix C)

Staff who will be directly responsible for the oversight and implementation of the policy are

- LMT- Leadership and Management Team (SLT and MLT)
- Vulnerable Pupil Team – including SEN and Inclusion leaders
- Business and Admin – data protection, communication and GDPR

## 2.1 Teachers

When providing remote learning, teachers must be available between 8 55am – 3pm

If they're 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.

Teachers are responsible for:

- Setting work for your year group, to be published on the website and on agreed learning platforms

- Providing feedback on work

- Attending virtual meetings with staff and professional partners

- working in school to support vulnerable pupils or children of critical workers according to the school's risk assessment

- their own CPD, either self-directed or assigned CPD

- updating plans and assessments that may be required

- preparing pupils for the next phase in their schooling and for blended learning

- reporting on if there are learning concerns, complaints or safeguarding issues – via CPOMS

- be responsible for adapting the learning to ensure a high quality offer is maintained and that any gaps in coverage, knowledge and skills are identified and addressed when all pupils return to school.

- If you are working in school during this time, then every consideration will be made to enable you to support your class and their learning. In this instance – *i.e. time during the school day will be allocated for you to 'touch base' with the learning on line*

## 2.2 Teaching assistants

Teaching assistants must be available between 8 30 – 4pm.

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. Teaching assistants are responsible for:

- Supporting pupils with learning remotely through preparation of learning packs

- Attending virtual meetings with teachers

- working in school to support vulnerable pupils or children of critical workers according to the school's risk assessment

- their own CPD, either self-directed or assigned CPD

- updating their CPD log and evaluating the CPD ( CPD log appendix C )

- be responsible for adapting the learning to ensure a high quality offer is maintained and that any gaps in coverage, knowledge and skills are identified and addressed when all pupils return to school.

- Supporting teachers with online learning.  This may include feedback to pupils and setting online learning tasks or leading live lessons such as remote clubs.

## 2.3 Inclusion and Subject Leaders

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

- Working with teachers teaching their subject to make sure work set is appropriate and consistent

- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

- Alerting teachers to resources they can use to teach their subject

- Ensuring vulnerable pupils needs are met, tracked and signposted where appropriate to do so – delegating this where appropriate.

- Providing CPD for staff to enable this to happen.

## 2.4 LMT

LMT are responsible for:

- Coordinating the remote learning approach across the school – including the preparation of learning for a closure.

- Monitoring the effectiveness of remote learning through feedback from teachers and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- Monitoring the wellbeing of staff working from home

- Continuing to ensure the effective running of the school and carry out the tasks associated with this in terms of staffing, finance, safeguarding etc.

- Ensuring pupils are prepared for the next phase in their education

- Monitoring the effectiveness and engagement of the platforms used

- Undertaking and reviewing Risk assessments

- Providing CPD for staff to enable this to happen.

## 2.5 Business and Administrative Staff

Administrative staff are responsible for;

- Continuing to carry out the administrative tasks to enable the school to function fully and be compliant.
- working in school to ensure its smooth running for the support of vulnerable pupils or children of critical workers according to the school's risk assessment

- Continuing to carry out effectively the key tasks in relation to communication, admissions, budget, finance, free school meals, attendance, governance etc.
- Adapting the administration, finance and admission systems to ensure a high quality offer is maintained and that any gaps are identified and addressed when all pupils return to school.

- Be available on email daily to receive updates and respond if and when working remotely
- Being prepared to take a phone call or participate in a virtual meeting during working hours

**2.6 Premises staff**

Premises staff are responsible for;

- Liaising with the SLT to ensure the safe maintenance of the school premises- including assurances that high touch areas are cleaned effectively

- Liaising with the cleaning company and contractors to ensure the premises are cleaned and maintained appropriately for staff and children present.

- Advising on supplies and equipment   to ensure the safety of employees working in school

- Being prepared to take a phone call or participate in a virtual meeting during working hours

**2.7 Designated safeguarding lead**

The DSL is responsible for:

Ensuring that any safeguarding concerns are followed up as outlined in the Child protection policy

**The DSL is Maria Lewington (Headteacher) with Anna Southcott (Inclusion Lead) and Keeley Alborough (DHT) as Deputy DSL. Both Rofina Begum and Satnam Sokhal also work as part of the Safeguarding Team and are fully DSL trained.**

**2.8 Technology Team**

IT staff 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 systems and flagging any data protection breaches to the data protection officer

- Working with SLT to ensure all DFE systems for ordering and distributing technologies is being fully utilized

- Being prepared to take a phone call or participate in a virtual meeting during working hours

- Supporting the school community to be able to learn from home- including tracking and monitoring of laptops over closure periods.

- Assisting the school community in the use of their devices.

- Reviewing and updating AU Policy

**2.8 Pupils and parents**

- Staff should be mindful of the rationale for home learning (appendix A) and put the wellbeing – mental and physical health of families- ahead of any expectations of the completion of home learning.
- Parents and Pupils should support the On Line Etiquette document (Appendix B) and ensure pupils follow these guidelines when setting up positive environment for working remotely.
- Pupils and parents must be available to register their child remotely by 9 30am every day.
- Pupils and parents must understand that the learning in school will mirror the learning at home to ensure an equality of opportunity for all our children.

Staff expect parents to:

- Whenever possible, make the school aware if their child is sick or otherwise can't complete work

- Contact the school via email admin@johnscurr.towerhamlets.sch.uk or phone call or through their child's google classroom/ jamboard/ See Saw account should they need support or advice about home learning
- Be respectful when making any concerns known to staff

## 2.9 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains appropriate and as high quality as possible
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

## 3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or LMT member
- Issues with behaviour – talk with Keeley Alborough, Satnam Sokhal or Anna Southcott
- Issues with technologies – talk with Sayed Miah, Alomgir Rahman,
- Issues with their own workload or wellbeing – talk to their line manager or Maria Lewington
- Concerns about data protection – talk to Maria Lewington
- Concerns about safeguarding – talk ML, KA, SB, AS, SS, RB – Vulnerable Pupil Team – lead by Maria Lewington

## 4. Data protection

### 4.1 Accessing personal data

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

- Use secure cloud based services that are affiliated to the school – Integris, CPoms,Secure email
- Ensure that their devices (whether school's property or own) are secure.
- Ensure you report on any reasons for data being breached in any way.

### 4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as telephone numbers and email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions and for safeguarding, individuals will not need to give permission for this to happen.
- However, staff are reminded to collect and/or share as little personal data as possible online and none should be shared on social media, without permissions given .

### 4.3 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

The technologies team will set up the school owned/ DFE computers to ensure that they are secure and compliant before loaning them to pupils. Parents will sign a loaning agreement before a device is given.

## 5. Safeguarding

Alongside learning, safeguarding sits as an equal to the outcomes of any communication or interaction on line- all staff must be aware of the Safeguarding Policy and Behaviours Addendum and that any breach of this must be reported onwards. Children must also be aware of the safeguarding implications of remote learning and this will be taught and encouraged in our blended learning offer.

- Any concerns will be reported to the DSL or via CPOMS.
- Where possible – we ask that parents are present during any remote conversation or interaction with their child.

## 6. Monitoring arrangements

This policy will be reviewed every 6 months by LMT

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Online Etiquette protocols
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Online safety policy
- ICT and internet acceptable use policy

Appendix A

**Rationale for Home/ Blended Learning during periods of partial closure**

At the heart of every decision for JSP are the school vision and values.

To remind ourselves –

**Our Vision**

For everyone in our community

- I will keep trying to learn new skills to grasp all of life's exciting new opportunities
- I will grow healthy and strong and know how to look after myself
- I will see the good in others and they will see the good in me
- My friends and my family all feel proud of our school community
- I will have the confidence to think for myself, explore and to take risks – so that I can
- BE THE BEST THAT I CAN BE

**Our values**

We are RESPECTFUL

We are RESILIIENT

We are RESOURCEFUL

We are READY

We REFLECT

Building on our experiences from Spring/Summer 2020 we also know that we need to remain

Kind- wellbeing for everyone is key to our successes

Agile – educated and flexible with understanding

Informed – risk aware but not in a constant state of fear

Measured – breezy in approach and direction

**Wellbeing**

At JSP, we believe everyone should enjoy learning. At a time of uncertainty and anxiety, home learning should not add to families' feelings of anxiety or stress. Many children need a lot of guidance when working and cannot be left for long periods of time to complete complex tasks, so the learning activities we are providing are ones that children are motivated to complete on their own. Parents will need to support their child during periods of online learning through ensuring our Online Etiquette is followed. We recognise that many parents are also trying to work from home, and many families are sharing resources and space in the family home.

We will encourage families to enjoy their time together - to retell favourite stories, sharing books, recall some of their favourite strategies for solving maths problems, drawing pictures together; authentic learning experiences are the key to families learning at home. We recognise that where possible we will set learning experiences for the whole family to enjoy together or for older children to help younger children succeed at.

At JSP, children enjoy being outside. We will promote outdoor learning (in the local parks and greenspaces) – within the guidelines set, as much as possible.

**Online learning**

JSP is committed to ensuring that appropriate learning materials will be provided online throughout the period that not all children are able to come in to school.

The universal offer to all children online will be based on the school website and the learning platforms. This will provide sequential, age appropriate daily learning in English, Maths and other national curriculum subjects. The class teachers will plan for their year groups using these resources and using their knowledge of their pupils and the knowledge and skills they have already acquired.

The teachers will encourage pupils to use online platforms to support the learning through

Google Classroom

Seesaw

Live lessons from the teaching team at John Scurr – on Zoom or via the learning platforms.

Oak National

Jamboard

| English | Maths | Wider curriculum | Other areas of the curriculum |
|---|---|---|---|
| Phonics Bug | X Table Rockstar | Unity Curriculum | Thames Music Live Lessons |
| Accelerated Reader | White Rose | Kapow | Chess for Year 5 – 6 |
| | Mathletics | | Debate Mate for Years 5- 6 |

All platforms that are new to pupils will be introduced in school or via a Zoom assembly with parents.

JSP will also plan enriched learning to personalise and extend the universal offer. This will include Maths, English, Physical and outdoor learning, cooking and creative activities – including the wider curriculum. They will draw from resources such as the Unity Curriculum, Nrich, White Rose maths and CLPE.

All of the planning will be available on the JSP website.

There will be resources and live lessons to support SEND pupils learning including sensory circuits / social stories.

To facilitate safe and secure contact between teachers and pupils, JSP will make use of Google Classroom and a variety of different platforms, to be monitored during each period of partial closure. Each class in KS2 will have their own online space where children and teachers will be able to share work, questions and ideas. Google Classroom will be accessed through the London Grid for Learning using children's LGFL username and password.  Pupils in KS1 and Reception will have access to See Saw for the same purpose.

JSP is aware that whilst online learning will be accessible to some of our pupils, for many of our families' access to computers can be challenging, particularly if you are managing the learning needs of more than one child and of different ages and different stages of their learning.  We will act on government guidance on supporting vulnerable pupils with access to technology where appropriate and we have our system for lending the school laptops for both staff and pupils where possible.

Currently we are raising funds for pupils to gain access to technology.

**Practical resources**

We recognise that for younger pupils Learning Packs are more practical. JSP will support our younger children and families who are finding it challenging to access on line learning through the provision of learning packs to ensure children are able to continue to consolidate their existing skills and knowledge and apply them to new learning challenges.

The SLT and class teachers will work together to ensure that any Self Isolating child or family who needs materials will receive them. They will be delivered to the home in an appropriate way - according to the guidance set. i.e If a bubble isolates – the packs will go home with the bubble.

During periods of isolated and remote learning, we will encourage children for years R to 6 to upload their learning on a daily basis so that feedback can be given. Support staff can then chase this up if uploading has not happened.


**Evaluation** The school will regularly evaluate the effectiveness of the remote learning provision.

**Appendix B - Online Etiquette ( this document is available as a separate document)**

An online lesson occurs when teachers use video conferencing software to 'live stream' lessons to their pupils. Some of the most popular apps and websites that support this include Zoom, Google Hangouts, Skype and Microsoft Teams.

Online lessons can be a great way to replicate classroom interaction, ask immediate questions and gather instant feedback.

It's also convenient and allows learning to take place anywhere with an internet connection. However, live lessons aren't always accessible to everyone and younger children will need a lot of parental supervision, which isn't always practical.

# Teachers will:

### Conduct:

Maintain a level of professionalism and treat any online lesson in the same way you would treat a classroom lesson. Dress appropriately and find a setting with a plain background. Remind pupils of acceptable behaviour at the start of each

lesson. Record all lessons and send to parents and SLT.

### Communication:

Any contact should only be

through a platform provided by the school and not through personal-

ised accounts open to public viewing, comments or sharing.

### Content:

Planning your content will be a key factor to consider prior to hosting a live lesson. All content should be age appropriate and any tasks that you set which require use of the

internet won't lead children towards anything offensive or inappropriate. Always try to ensure

that live lessons take place with the whole class but bear in mind

that some pupils may work slower than others depending on the type

# Parents will:

### Conduct:

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at

school. Encourage them to remain polite and remember their manners. Position your computer or

webcam in an open environment where you can monitor their activity, preferably not in a bedroom.

Try to keep the background neutral with good quality lighting and sound. Ensure your child has everything they may need readily ac-

### Communication:

Your child has participated in what we call 'blended learning' throughout the Autumn Term. This is when your child has been taught and practised how to access online learning during the school day, in preparation for any home learning. It is important to raise any con-

cerns that you have with the

school if you are unable to accommodate an online lesson for any

reason.

### Content:

Try to take an interest in your

child's live lesson if you can. While we would like you to remain off

camera, being available in the same room to oversee any issues and support your child if necessary would be appreciated. This also adds a layer of protection for internet safety while your child is

online.

# Children will:
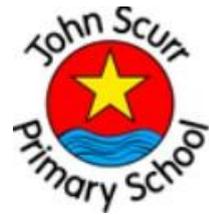
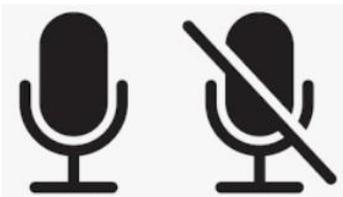**Keep to a school routine and register with their teacher first thing in the morning.**

**Ensure their resources e.g. pens/pencils and home-work book are ready five minutes before the live lesson start.**

**Sit at a desk, if possible, to make writing easier.**

**Mute your mic on entry to the live lesson and listen carefully to the instructions.**

**Raise our hand or use the chat room to communicate unless you are instructed otherwise.**

**Remember and use our oracy roles:**

**the instigator**
**the builder**

**the summariser**
**the prober**

**the challenger**

**the clarifier...**

Our online behaviour

should mirror your in class behaviour. Please remember the rules an remember your manners.

Ensure your device is plugged in to avoid

unexpected shutdowns.

Ask a parent to be in the room but remain off

screen to replicate as much as possible a classroom environment.

**Appendix C**

**Possible scenarios for working at home expectations during Self Isolation**

- Staff members <u>are not expected</u> to work from home if they are unwell. If your situation changes and you now require 'absence from work for sickness' or 'discretionary leave' for personal reasons you must contact Keeley directly.

| **Scenario** |
| --- |
| School is open to select groups of pupils ( partial closure)  but a staff member is unable to attend work due to self-isolation(SI)  or not required to attend |
| Teaching Staff<br><br>• Be available on email daily to receive updates and respond<br>• Be prepared to teach and interact with pupils using the appropriate platforms<br>• Be prepared to direct planning/resources to those who are teaching your year group<br>• Plan to update home learning resources for website , forward planning for return to work, children's reports<br>• Be prepared to attend school to teach in a designated year group once SI ends or you are now required<br>• Be prepared to carry out research according to school Improvement priorities<br>• Update your own CPD<br>• Attend weekly briefing |
| Classroom Support Staff<br><br>• Be available on email daily to receive updates and respond<br>• Be prepared to teach and interact with designated pupils/families in the school using the appropriate platforms<br>• Communicate with your line manager about the tasks that you could support your department with. For example, producing differentiation tools, improving knowledge of individual student needs, general research into given SEN areas, updating PEC/ resources, Open university online courses<br>• Be prepared to take and make a phone call<br>• Be prepared to help with resourcing another area of the school and/or be part of the VP team<br>• Update your own CPD<br>• Attend weekly briefing |
| Business and Administrative Support Staff<br><br>• Be available on email daily to receive updates and respond<br>• Be able to access cloud information systems.<br>• Be prepared to take and make a phone call<br>• Communicate with your line manager about the tasks that you could complete to support the administrative functioning of the school. For example, data analysis, clerical tasks, audits etc.<br>• Be prepared to help with the resourcing of another area in the school<br>• Update your own CPD<br>• Attend weekly briefing |

MLT and SLT

- Be available on email to receive updates and respond
- Act as Lead on designated areas in the school in areas that is comparable to your Job Title
- Be prepared to carry out research, schedules and duties according to school Improvement priorities
- Fulfil the requested Teaching Staff duties above
- Communicate with your line manager about the tasks that you could complete to support the organization of your subject area. For example, data analysis, communication with LMT colleagues to share resources, policy and procedure updates, Be prepared to take and make phone calls / send e mails
- Attend and lead weekly briefing / phase planning etc

**Appendix C**

**Home learning CPD log- staff members**

| Date started/ completed | CPD name( Course; film; book etc) | Evaluation of CPD |
|---|---|---|
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