

STANLEY PARK JUNIOR SCHOOL



Remote Learning Policy

Mission Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school"

Policy agreed and shared with staff:

January 2021

Policy shared with governors:

January 2021

(This policy will be reviewed and updated as and when guidance changes)

This policy is applicable in the following circumstances:

- when a child is absent because they are awaiting test results for Covid-19 and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- The government has informed schools that they can only partially open to pupils.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils (including pupils with SEND) who are not in school through use of quality online and offline resources and teaching videos.
- To provide clear expectations for all members of the school community with regards to high quality remote learning
- To ensure that the curriculum is delivered whilst maintaining pupil motivation
- Support effective communication between home and school
- Provide appropriate guidelines for data protection and safeguarding

2. Home and School Partnership

- We are committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs. Some families have one device to share while others may have more - and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.
- Where needed, we will provide handouts, training sessions and induction for parents on how to use Google Classroom. As appropriate and where possible, we will endeavour to provide personalised support.
- Where possible, it is beneficial for children to maintain a regular and familiar routine. To support parents and families with this, we will provide routine and structure through the lessons whilst maintaining flexibility to the situation.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set the evening before. Should accessing work be an issue, parents should contact the school promptly as alternative solutions may be available. These will be discussed on a case-to-case basis.
- All children sign an 'Acceptable Use Policy' at school which includes online safety rules and this applies when children are working on computers at home.

3. Roles and responsibilities

The school management team holds responsibility for the delivery of this policy across the school.

3.1 The SENDCo

- Monitors the provision for pupils with SEND by:
 - Liaise with staff to ensure that the technology used for remote learning is accessible to all pupils and where this is not the case,
 - Leading on making reasonable adjustments to ensure all pupils are supported.
 - Ensuring that pupils with EHCPs continue to have their needs met while learning remotely, and liaising with the members of the leadership team and other external agencies to make any alternate arrangements for pupils with EHCPs
 - Taking lead responsibility ensuring that effective support is being provided to all pupils, ensuring provision meets their individual needs.

3.2 Teachers

When providing remote learning, teachers must be available during their normal working hours.

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.

When providing remote learning, teachers are responsible for:

- **Setting work**

- Teachers will set work for pupils in their classes and across the year group. In exceptional circumstances staff may be asked to support another year group.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - The work for a specific day will be shared at 7.30pm the evening before the children need to complete it.
 - All work will be set on Google Classroom
 - All staff in the year group should liaise with one another to ensure that there is consistency across the year group.
 - Staff will keep a record of amount of work completed by pupils and telephone families or speak with SLT to raise concerns when work is not to a good standard.
 - Ensure that children have continued interaction with the teacher and fellow pupils.
 - Set differentiated work including on MyMaths, TTrackstars, Spelling Shed etc.
 - Create online resources to support lessons throughout the week on Google Classroom. These will range from pre-recorded lessons by the class/year group teacher to externally provided resources such as Oak National Academy, White Rose etc.
- **Providing feedback on work**
- Children will be encouraged to hand in all work tasks assigned to them by 4pm
 - As per the marking and feedback policy, all work handed in should be seen and returned to pupils. Feedback should be used to move learning on
 - Feedback can be individual, small group or whole class feedback.
- **Keeping in touch with pupils who are not in school and their parents**
- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via email or phone to assess whether school intervention can assist engagement. Record of calls should be logged on the relevant Google Sheet. Withheld numbers should be used if teachers are using their mobile phones from home.
 - All parent/carer emails should come through the school office which will then be forwarded to teachers.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL
 - Merits to be given to children for excellent effort with work
 - Communication daily via the 'Stream'.
 - Weekly Google Meets with children
- **Attending virtual meetings with staff, parents and pupils**
- All staff should be dressed professionally when recording lessons or attending virtual meetings.
 - Meetings should take place in a private area of school or in a private room if working from home ensuring (as far as possible) so that no other family members can overhear discussions.

3.3 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between during their usual working hours. At times, they may be consulted to see if their working hours can be flexibly worked but this is in agreement with the member of staff.

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 should support their class or allocated group where possible. They may also be asked to respond to work via Google classroom. They will be asked to keep a record of telephone conversations with parents/pupils.

➤ **Attending virtual meetings with staff, parents and pupils**

- All staff should be dressed professionally when recording lessons or attending virtual meetings.
- Meetings should take place in a private area of school or in a private room if working from home ensuring that (as far as possible) no other family members can overhear discussions.

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Providing CPD for staff to ensure that they have access to the training that is needed to support remote education on Google Classroom.

- Monitoring the effectiveness of remote learning such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Subject leads

Alongside their teaching responsibilities, 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 remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set in their subject
- Alerting teachers to resources they can use to teach their subject remotely

3.6 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.

3.7 IT Technicians

- SPJS will work closely with Mr Sullivan and Cygnet Computer technicians to manage Google Classroom including:
 - Creating emails and logins
 - Fixing issues with the systems
 - Helping staff and parents with any technical issues
 - Reviewing security systems in place and flagging up any data protection breaches to the DPO

3.8 Admin Staff

- Supporting families with login and password details
- Supporting families in accessing google Classroom and other online resources
- Keeping records for loan of laptops and handing to relevant families.
- Answering queries from parents

3.9 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

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

3.9b Governing board

The governing board is responsible for:

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

4.0 . Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools - *Google Classroom*
- *Pupil engagement tools, including Mote, Kahoot and Jamboard*
- Use of Recorded videos for lessons and assemblies
- *Google Meets*
- Phone calls home

- Printed learning packs in a few specific cases where other materials can't be used
- Physical materials such as story books and writing tools, including pupil's exercise books
- Use of BBC Bitesize, Oak Academy, LGfL, MyMaths, TTRockstars and other cloud based teaching tools.

5.0. Who to contact

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

- › Issues in setting work - talk to the relevant subject lead, year leader or SENDCO
- › Issues with behaviour - talk to the year leader or member of SLT
- › Issues with IT - Speak to Mr Sewell, Mr Sullivan or Cygnet
- › Issues with their own workload or wellbeing - talk to a member of the leadership team or Year Leader
- › Concerns about data protection - talk to the data protection officer
- › Concerns about safeguarding - talk to the DSL

6 Data protection

6.1 Accessing personal data

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

- Login remotely from their own home computer to school networks by entering the authenticator code alongside login and password. If sharing a computer with another family member, school data should not be downloaded onto the laptop.
- Attend school to access personalised data.
- Encrypt files with passwords

6.2 Processing personal data

However, staff are reminded to collect and/or share as little personal data as possible online.

6.3 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)
- 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

5. Safeguarding

Please read this policy alongside the child protection and safeguarding policy, e-safety policy, remote learning information for parents, Google Meet protocol and acceptable use policy.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by the leadership team, and shared with Governors.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy and safeguarding policy and and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › E-safety policy
- › Google Meet protocol
- › Parents Information about Remote Learning Provision at SPJS

Current Government Advice We Have Consulted and Adhering To:

- https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf (April 2020)
- <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice> (27 Oct 2020)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities> (7th January 2021)
- <https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education> (11th January 2021)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf (14th January 2021)