

Parklands Junior School

Remote Learning Policy

Inspiring Success





1. Rationale

School closures commencing in March 2020 during the Covid-19 pandemic prompted schools to adapt their teaching practice for remote education in order to meet the needs of all pupils. This document states the aims and methods for remote teaching and learning at Parklands Junior School.

2. Aims of this policy

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 4pm in school.

If teachers 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. If it affects the completion of any work required, they should ensure that the appropriate arrangements have been made with their year group colleagues, Phase Leader or SLT to ensure work is completed.

When providing remote learning, teachers should liaise with year group partners, Phase Leader and SLT and are responsible for creating a timetable and setting work using Google Classroom. The timetable will outline a recommended programme of learning – recorded lessons to watch and assignments to complete that will deliver a curriculum with the aim to have as much continuity as possible with learning that would have taken place in school. The timetable will be sent by email and uploaded to Google Classroom. Every pupil has access to the school's virtual classrooms, where assignments are set, videos can be watched and completed tasks can be submitted.

We choose to use recorded (asynchronous) lessons rather than live (synchronous) lessons. The type and frequency of lessons will change depending on several factors.

If one class is closed and the teacher is well:

On the first day of closure, the class teacher and the Senior Leadership Team will create a timetable. Work will not be provided for the first day. The timetable will be uploaded onto Google Classroom.

Reading: 1 lesson a day

English: 1 lesson a day

Maths: 1 lesson a day

Foundation subjects and science: Lessons and/or suggested activities will be provided in line with the usual timetabled subjects studied.

Video meeting: There will be two Google Meet sessions every day for the class. These will be recorded by the school. Children will need their cameras turned on.

Engagement: The class teacher will make a log of any pupil who does not submit work and will raise any concerns with the child's parent, discussing ways to support the family with remote learning.

If a class is closed and the teacher is unwell:

The Phase Leader will meet with the Senior Leadership Team to create a timetable. The timetable will be uploaded onto Google Classroom. Work will not be provided for the first day of closure. Another teacher in the year group will upload the lessons.

Reading: 1 lesson a day

English: 1 lesson a day

Maths: 1 lesson a day

Foundation subjects and science: Lessons and/or suggested activities will be provided in line with the usual timetabled subjects studied.

Video meeting: There will be two Google Meet sessions every day for the class. These will be recorded by the school. Children will need their cameras turned on.

Engagement: The class teacher will make a log of any pupil who does not submit work and will raise any concerns with the child's parent, discussing ways to support the family with remote learning.

If the year group is closed and teachers are well:

The Phase Leader will meet with the Senior Leadership Team to create a timetable. The timetable will be uploaded onto Google Classroom. The Phase Leader will meet with the year team to delegate tasks for the week. Work will not be set for the first day of closure.

Reading: 1 lesson a day

English: 1 lesson a day

Maths: 1 lesson a day

Foundation subjects and science: Lessons and/or suggested activities will be provided in line with the usual timetabled subjects studied.

Video meeting: There will be two Google Meet sessions every day for the class. These will be recorded by the school. Children will need their cameras turned on.

Engagement: The class teacher will make a log of any pupil who does not submit work and will raise any concerns with the child's parent, discussing ways to support the family with remote learning.

If school is closed:

The Senior Leadership Team will meet with each Phase Leader to create timetables. The timetables will be uploaded onto Google Classroom. Each Phase Leader will meet with teachers to delegate tasks.

Reading: 1 lesson a day

English: 1 lesson a day

Maths: 1 lesson a day

Foundation subjects and science: Lessons and/or suggested activities will be provided in line with the usual timetabled subjects studied.

Video meeting: There will be two Google Meet sessions every day for the class. These will be recorded by the school. Children will need their cameras turned on.

Engagement: The class teacher will make a log of any pupil who does not submit work and will raise any concerns with the child's parent, discussing ways to support the family with remote learning.

If a pupil needs to self-isolate:

Work will be provided on Google Classroom within 24 hours of being notified of self-isolation.

Reading: 1 lesson a day

English: 1 lesson a day

Maths: 1 lesson a day

Foundation subjects and science: Lessons and/or suggested activities will be provided in line with the usual timetabled subjects studied.

Engagement: Work should be sent to school via Google Classroom.

Communication: After 5 school days, the class teacher will telephone the pupil and parent to discuss the work they have completed.

If a class is closed but a family does not have any internet connected devices:

A pack of printed information, textbooks and resources will be sent home by the class teacher or the Phase Leader or a suitable device will be provided.

Reading: 1 lesson a day

English: 1 lesson a day

Maths: 1 lesson a day

Foundation subjects and science: Lessons and/or suggested activities will be provided in line with the usual timetabled subjects studied.

Communication: After 5 school days, the class teacher will telephone the pupil and parent to discuss the work they have completed.

If there is a partial closure where only key workers and vulnerable pupils are allowed in school:

The Senior Leadership team will meet with each Phase Leader to create timetables. Each Phase Leader will meet with teachers to delegate tasks.

Reading: 1 lesson a day

English: 1 lesson a day

Maths: 1 lesson a day

Foundation subjects and science: Lessons and/or suggested activities will be provided in line with the usual timetabled subjects studied.

Video meeting: There will be two Google Meet sessions every day for the class. These will be recorded by the school. Children will need their cameras turned on.

Engagement: The class teacher will make a log of any pupil who does not submit work and will raise any concerns with the child's parent, discussing ways to support the family with remote learning.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants should be available to work for their usual contracted hours. During this time, they are expected to check their work emails and be available when called upon by the school. If teaching assistants 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. If it affects the completion of any work required, they must ensure that appropriate arrangements have been made with year group partners or their line manager to ensure work is completed.

Teaching assistants may be asked to:

- Support pupils who are not in school, as and when requested by the SENDCO
- Attend virtual meetings with colleagues
- Undertake remote and/or online CPD training
- Work in school on specific tasks as and when required by the Headteacher

3.3 Subject Coordinators

Alongside their teaching responsibilities, Subject Coordinators are responsible for:

- Reviewing whether any aspects of the curriculum needs to change to accommodate remote learning and make the necessary adaptations to planning

- Monitor the remote work teachers set in their subject to make sure all work is appropriate and consistent
- Work with other subject leaders and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Alert teachers to resources they can use to teach their subject remotely

3.4 SENDCO

Alongside any teaching responsibilities, the SENDCO is responsible for coordinating provision for pupils with SEND across the school, as set out in the schools Special Educational Needs Policy. During a period of enforced school closure, the SENDCO will continue to:

- Lead on liaising with pupils with SEND and their families
- Ensure completion of necessary paperwork and/or applications.
- Meet remotely with other SEN professionals

3.5 Senior leaders (SLT) and Phase Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
 - Monitoring the effectiveness of remote learning activities for example through contact with teachers subject coordinators and reviewing work set and completed
 - Quality assuring the content of work set
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.6 Designated safeguarding lead (DSL)

The DSL's responsibilities are identified within the School's Child Protection Policy.

3.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

3.8 Pupils and parents

Staff can expect **pupils** who are learning remotely to:

- Be contactable during the school day 9am to 3pm. Although they may not always be in front of a device the entire time, they will be expected to undertake school educational related activities
- Participate in learning and complete set work to the best of their ability
- Seek help if they need it, from parents or teachers
- Alert parents and/or teachers if they are not able to complete work

Follow the Google Classroom Behaviour Guidance as set out below:

- Pupil communication in the Stream must be appropriate.
- All comments and work should be written in full sentences with proper grammar, including correct use of capital letters and punctuation marks. Each pupil's ability will be taken into consideration but comments and work that show a poor effort will be addressed.
- Pupil comments should not display an over-use of punctuation marks, and, if leaving a Class Comment on Assignment pages, their comments should add a point for discussion or pose a question.
- It is not acceptable for pupils to use Emojis.

- Pupils should aim to complete all parts of the task. If they need help, they are able to ask a question using the Class comment or Private comment.
- Pupils should not join classes for other year groups.
- Pupils must never share their logins and passwords with other pupils, siblings or children.
- If a pupil cannot login or has problems with using Google Classroom, their parent should contact the school email: office@parklands.havering.sch.uk

Any pupil who does not follow the guidelines will have their Google Classroom comments deleted. If they continue to ignore the guidelines their access to Google Classroom will be suspended and they will be provided with a pack of printed resources. Rather than turn off commenting for all, we want pupils to learn good digital citizenship and engage sensibly with their teachers and peers online.

Staff should expect **parents** with children learning remotely to:

- Support their child(ren) as best as they are able to given their own home circumstances, health and work commitments, etc
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

3.9 Governing board

The governing board is responsible for:

- Supporting staff and pupil wellbeing
- Monitoring the school's approach to providing remote learning to ensure the school's expectations of high standards and expectations are maintained
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

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

- Issues in setting work – relevant Phase Leader, Subject Coordinator or the SENDCO
- Issues with behaviour – the Pastoral Manager or Deputy Headteacher
- Issues with IT – email the school office - office@parklands.havering.sch.uk
- Issues with their own workload or wellbeing – the Pastoral Manager
- Concerns about data protection –the Data Protection Officer
- Concerns about safeguarding – talk to the DSL or DDSLs as set out within the School's Child Protection Policy

5. Data protection

5.1 Accessing personal data

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

- Only use their official school email account and never use personal messaging systems
- Connect to the school network using remote access to work with any personal data to ensure that no data leaves the school premises
- Use school devices to access personal data rather than use their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our schools official functions and does not require explicit permission.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

5.3 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

6. Safeguarding

Please see the following policies in relation to home learning:

- Safeguarding and Child Protection Policy
- Parklands Junior School Safeguarding and Child Protection COVID 19 - Policy adjustments

7. Monitoring arrangements

This policy will be reviewed by SLT, as and when updates to home learning are provided by the government. At every review, it will be approved by the Teaching and Learning Committee.

8. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy and Privacy Notices
- ICT and internet acceptable use policy
- Online safety policy
- Staff Code of Conduct
- Assessment Policy
- Covid19 Risk Assessments