

# The Minster Junior School

*'Let us be concerned for one another, to help one another to show love and do good.'* Hebrews 10:24

## REMOTE LEARNING

2021-2022



Approved by FGB

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Signed:

F. Bayes

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## Contents

1. Aims.....	.....
2. Roles and responsibilities .....	.....
3. Who to contact.....	.....
4. Data protection .....	.....
5. Safeguarding .....	.....
6. Monitoring arrangements.....	.....
7. Links with other policies.....	.....

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### 1. Introduction & Aims

**During periods of extended closure, The Minster Junior School will continue to provide education and support to our children using remote learning. Since reopening in September 2020, the school has adopted Gsuite for Education as the online platform for Remote Learning.**

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning for pupils who aren't in school
- Keep channels of communication open between pupils and staff
- Support parents in helping their children's ongoing home learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

### 2. Roles and responsibilities

All class teachers have a responsibility to those children who are not attending school on a daily basis. At The Minster Junior School, we believe in the importance of continuing to provide structured support to our pupils. We aim to ensure that all members of the staff community continue to meet the needs of our children, in times of extended or short term closure:

- Senior Leaders have a responsibility to ensure that members of their Performance Management Team, both teachers and support staff, are involved in the close direction of and monitoring of the learning for groups of learners. When pupils are absent for more than 2 days this will involve responding appropriately and sensitively to the needs and

concerns of our pupils and parents. If in any doubt as to how to deal with these issues, staff should inform the Head Teacher as a matter of urgency.

➤ SENDCO will ensure that those pupils who receive additional support from class teachers and additional members of the school staff in line with the details of their support plans.

➤

## 2.1 Teachers

When providing remote learning, teachers must be available between 8.30- 4pm, or at the times that they would normally be working at the school. If 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.

Class teachers are responsible for setting work remotely for their class/group.

Quality Assurance Lead teachers in each year group have been designated: Y3 KH, Y4 TF, Y5 RR and Y6 GD. Their role is to verify that work is being uploaded and to report to SLT if there are any concerns related to the frequency, level and relevance of tasks set.

### ➤ Setting and Delivery of work:

- In the case of a National/Local Lockdown, or extended isolation, all children in their class must have access to Gsuite, where teachers can both set and mark work in line with curriculum lessons, up until the school is deemed to be safe to reopen or individual pupils return to school.
- Work on Gsuite has to be available every week so that pupils learning remotely can continue to access their curriculum. This should include: at least three Maths tasks, three English tasks, one RE lesson and one science lesson every week.
- This work on Gsuite needs to be uploaded for all classes in each year group weekly. Work completed by pupils should be marked as soon as possible – ideally on the same day, and within 48 hours. In addition, all teachers within a specific Year Group must co-ordinate the tasks that pupils are set in order to ensure consistency across the Year Team and within each subject area. This should be consistent during instances of individuals isolating, as well as during periods of wider year group/school closure.
- During a period of enforced lockdown (Bubble or National), teachers will deliver lessons daily using Google Meet platform (**timetable below**). A break of approximately 5-10 minutes between each session must be factored in to allow children and staff a comfort break. Lessons will be delivered through teachers sharing their computer screens. Pupils' microphones must be on mute for the period whilst the teacher is explaining the learning objectives. After this phase there will be the opportunity for pupils to ask questions before commencing the independent tasks. A final plenary section should conclude the lesson. Staff must endeavour to mark the work of children as soon as possible after the completion of the lesson. A Staff Guide has been developed and provided to all staff as a 'How To' guide to using GSuite – Google Classroom and Google Meet – effectively. This will be updated with additional information to support colleagues following a review after the first period of remote learning (bubble closure or lockdown).

- Further work can also be uploaded onto the Purple Mash and Sumdog remote learning platforms as additional challenge or to support the learning for the class.
- In the event of a bubble closure or local/National lockdown where live remote lessons are taking place, lessons should also be made available for children who are unable to join the live lessons due to shared devices/parent shift work for example. These lessons can then be accessed later in the day for the child to complete the work.
- During full lockdown periods, all Teaching Assistants will be assigned to support the online lessons of the usual classroom setting that they would normally be present in. CPD for all support staff has been provided. Any onsite lessons, for example for key worker children, will be taken by the HLTA staff and Unqualified Teaching staff [AS and ES-W].
- When the school is open and individual children are learning from home due to self isolating; staff must update GSuite classrooms weekly, with lessons for the week ahead. At the end of the day teachers should endeavour to mark work submitted by these pupils as soon as possible, answering any questions related to the learning.
- Senior teachers need to verify via a telephone call early on in the closure/extended absence phase whether children at home have the necessary devices to complete the work set. The school will endeavour to provide IT capacity for disadvantaged children and families where there is a need, via laptops. Specific pupils/siblings will be identified by the Well-Being Team.

#### **Timetable for Live Lessons through Google Meet:**

<b>Day</b>	<b>Time</b>	<b>Subject</b>
Monday	9am 10am 11am 12:00 -12:30	English PSHE Maths Teaching of Reading
Tuesday	9am 10am 11am 12:00 -12:30	English Science Maths Teaching of Reading
Wednesday	9am 10am 11am 12:00 -12:30	English RE Maths Teaching of Reading
Thursday	9am 10am 11am 12:00 -12:30	English Topic Maths Teaching of Reading
Friday	9am 10am 11am 12:00 -12:30	English Art Maths Teaching of Reading

#### **➤ Providing feedback on work:**

- Teachers, and where appropriate support staff, will need to gain access to completed work from pupils online such as when they have completed tasks set on Gsuite. Teachers should attempt to provide feedback within 48 hours, or as swiftly as possible to children working at home, via the online learning platform. This will vary according to the amount of 'live' teaching and other commitments such as Team Planning meetings.

### ➤ **Keeping in touch with pupils and parents:**

- The expectation is that administration staff make regular contact at least once a week during periods of isolation via emails, and/ or phone calls. If there is a need to send or receive additional work then in specific circumstances- such as for SEND or LAC pupils it can be posted or hand delivered.
- The expectation is that class teachers, and where appropriate support staff, answer emails from parents and pupils during normal working hours- 8.30- 4pm- within 3 working days. An acknowledgement should be sent within 48 hours.
- Any complaints or concerns, for example those related to safeguarding, should be shared with relevant senior staff members/duty lead teacher, within one working day- see section 5 below
- Any behavioural concerns issues, such as being rude to a member of staff on a specific learning platform, via email or a social media platform will be referred to the Headteacher as soon as possible in order that it can be fully investigated
- Teachers should ensure that parents are referred regularly to the school website for additional resources and Home Learning links

## **2.2 Teaching Assistants and their role during extended school closure/ limited opening**

Teaching Assistants must be available between 9.00am - 3.30pm. 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 specific groups or pupils as designated by Senior Leaders or Class Teachers:

### ➤ **Supporting pupils with learning remotely:**

- Setting some tasks on Gsuite, Sumdog or Purple Mash
- Responding to work completed on line by pupils
- Completing online courses as designated by Senior Leaders
- Updating the records of specific groups/ individuals of children such as those using Nessy
- Supporting individual/small groups of children in their allocated class with reading and understanding lesson content

### ➤ **Attending virtual meetings with teachers, parents and pupils:**

- Ensure that agreed times are adhered to
- Locations should be indoors and be away from potential distractions

Some teaching assistants may be required to work in school part-time, such as on a rota system or to assist with specific tasks such as the administration of vouchers/ supporting children from vulnerable families.

### **2.3 Subject leads**

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 eg Art sessions where resources may not be available in the home environment
- Working with class teachers teaching remotely to make sure work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject – through regular meetings with teachers and discussions to review work set, for example within Year Teams
- Alerting teachers to resources they can use to teach their subject remotely

### **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for coordinating the remote learning approach across the school.

- Headteacher with the support of the Leadership Team to coordinate response to remote learning in a full lockdown and also in the instance of one class/bubble having to isolate.
- To make themselves available to staff via email and phone during normal school working hours
- Monitoring the effectiveness of remote learning – senior leadership team to monitor provision in the Google Classrooms as well as attend some remote sessions.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. [HF, JG, DF, JR]

### **2.5 Designated safeguarding leads**

The DSLs are responsible for ensuring that measures outlined in the Safeguarding and Child Protection policies are adhered to at all times. Please see these policies which need to be read in conjunction with this Remote Learning Policy.

### **2.6 IT staff**

Senior Leaders, the Remote Learning Lead [TH] and IT support staff (Atomwide) are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing

- Reviewing the security of systems and flagging any data protection breaches to the data protection officer [MMR]
- Assisting pupils and parents with accessing the internet or devices

However in the first instance check with the designated in each Year Group to ensure that materials have been correctly loaded, accurately labelled and sequenced for use by learners.

## **2.7 Pupils and parents**

### **Staff can expect pupils learning remotely to:**

- Be contactable during normal school hours: 8.45-3.15pm – although staff should consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Check the school website and their GSuite Classroom regularly for any updates
- Read daily, independently or with an adult, and keep a record of their reading
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work, for example if there are problems with being able to access the internet

### **Staff can expect parents 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 - Parents may need support with accessing Google Classroom. If they require further clarification they should email the class teacher or phone through to the school for guidance [see section 2.1 above]
- Be respectful when making any complaints or concerns known to staff

## **2.8 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 staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Maintaining close contact with the Headteacher and discussing updates to school policies and best practice during any periods of extended school closure

### **3. 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 Year Group team members or the Remote Learning lead, TH
- Issues with behaviour – contact the parents of the child in the first instance, as you would when in school. For further support/to escalate, contact a member of SLT
- Issues with IT – talk to the Atomwide team
- Issues with their own workload or wellbeing – discuss with line manager
- Concerns about data protection – talk to the data protection officer [MR]
- Concerns about safeguarding – talk to one of the DSLs. [HF, JG, DF, JR]

### **4. Data protection**

#### **4.1 Sharing and Accessing personal data**

When accessing personal data for remote learning purposes:

- Staff members may need to collect and/or share personal data such as email addresses and mobile phone numbers, as part of the remote learning system. Such collection of personal data applies solely to our functions as a school and does not require explicit permissions. [In this case any data that is shared must only be used for the purpose it was collected.]
- While this may be necessary, staff are reminded to collect and share as little personal data as possible online
- No personal data regarding other staff, children or families should be stored on a personal device

For further clarification on this matter, it is important that all school staff have read and understood the Minster Junior School computer user agreement and data protection policy

#### **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
- Informing Atomwide if there are issues with technology hardware/ software

## **5. Safeguarding**

Procedures should be in line with the schools Safeguarding and Child Protection Policy

## **6. Monitoring arrangements**

This policy will be reviewed in line with the updates that are received from Central Government and recommendations made by the SDBE or LB Croydon. At every review, it will need to be approved by the Governing Body

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Teaching & Learning
- Safeguarding and Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Whistle Blowing Policy
- Online safety policy

## APPENDIX A – Letter to parents in the event of a year group or bubble closure

### Home Learning whilst isolating

Each child has been given their own user name and password for accessing their Google Classroom. They have been shown how to access their work.

Your child's class teacher will join them at 9am tomorrow morning for their first remote lesson. If possible, please support your child to go on to the platform and access the learning materials there. All details of how to log on and access their classroom can be found in their own GSuite booklet (given out at the end of October). All Remote Learning information, including the booklet, a 'how to' video and FAQ section for support, can be found on the school website on the Remote Learning page. Please email the Junior Office if you require any further support.

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Friday	9am 10am 11am 12:00 -12:30	English Art Maths Teaching of Reading

- The teacher will ensure there will be time for a comfort break between each of these sessions.
- If your child is unable to access the learning during these times, the lessons will be saved in their Google Classroom to access at any time.
- Children can talk with their teacher through the chat function in Google Classroom if they have any questions
- If your child does not have access to a device, please contact the school office

If you need to contact your child's class teacher for any reason, please email the class email account.