



REMOTE LEARNING POLICY

Sinai Jewish Primary School

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1. Introduction

In the event of a school closure (or children absent from school due to Covid), Sinai Jewish Primary School is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning.

The school will provide remote learning for pupils that are not able to attend school so that no-one need fall too far behind. We are fully aware that these are exceptional times and would encourage staff, children and families to be mindful of their safety and wellbeing first.

Teachers will upload the lessons that they are teaching in school to the Google Classroom so that individual or small groups of children have access to the work that is taking place in school. In the event of a school or huddle closure, teachers will record their lessons for the children to watch and answer questions on the Google Classroom (see 3.1 Teachers for a detailed list of what will be provided on the Google Classroom)

The Department for Education (DfE) has published a temporary continuity direction under the coronavirus act 2020, which states all state-funded school age children must be provided “immediate access to remote education” should they miss school due to coronavirus.

2. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
 - Set out expectations for all members of the school community with regards to remote learning
 - Provide appropriate guidelines for data protection
 - Ensure pupils unable to attend school remain fully included within the school community.
 - Continue to ensure that every child receives the best education the school can provide them.
 - Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.
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3. Roles and responsibilities

3.1 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. Ensuring all staff understand the expectations and monitoring the work that is being provided to the children daily – both in the event that a huddle/school is closed and when individual children are isolating. Including the organisation of 1:1 sessions for SEND or other children of concern.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set. SLT may drop in on live teaching sessions.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Provide devices for vulnerable children to allow them to access their remote learning
- Supporting teachers to follow our curriculum sequence according to DfE Guidance 22/10/20 by providing access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations:
 - Select online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
 - Provide printed resources, such as text books and workbooks, for pupils who do not have suitable on-line access.
 - Recognise that younger pupils and pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

3.2 Teachers

Providing work when a whole class/year group or the school are remote learning:

When providing remote learning, teachers must be available between 8:30am and 4:30pm.

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 assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
 - teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
 - providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
 - gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
 - adjusting 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
 - planning a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Google Meet/Zoom:
 - Daily Google Meet/Zoom sessions with the class:

- One morning session for 15 minutes to include: maths meetings, spellings, Tefillah or Oneg across the week. Reception to include a general check in.
 - One 30 minute lesson per day - two maths, two English and PSHE lessons across the week following the schedule arranged by SLT and sent out to staff and families.
 - Nursery – two sessions per week in Key groups, plus Oneg on Friday for all Nursery children.
 - For quality control and professional development, as well as to safeguard staff and children, all live lessons will be recorded and saved into our school system for 4 weeks. After 4 weeks they will be deleted. No zoom recordings will be shared with any children or parents.
- Teachers should remain available on the Zoom session for 15-30 minutes after the 30 minute lessons has finished to answer questions from individual children.
 - Teachers can arrange small group intervention sessions with a maximum of 6 children. At least one parent from the group must be available to remain in the session for safeguarding reasons.
- **Setting work:**
 - KS2 must provide 4 hours of work per day for children. KS1 must provide 3 hours.
 - All work should be posted on Google Classroom under the topic name of the date.
 - Maths, English, Jewish Studies and Phonics (EYFS/KS1) lessons should be recorded with a voiceover daily. Nursery to provide learning activities linked to these areas of learning.
 - Videos should be recorded using Loom or links posted into video.link if using Youtube to ensure that no other links or adverts can be seen by the children for safeguarding reasons.
 - Videos and work should be uploaded onto the relevant platform by 8:30am when there is short notice, and 8pm the evening before where advance notice is given.
 - Work should be provided so that children can respond directly to it, e.g. Google Forms, Google Slides, Teachermade, Edpuzzle. Families should also have the option to print off work and upload a photograph of their written answers.
 - One additional subject should be provided for daily covering all other curriculum areas, including: history, geography, science, PHSE, computing, music and art.
 - Additional links should be uploaded daily to include optional work for the children as well as links to keep the children active e.g. Go Noodle.
 - PE and French specialist teachers should provide lessons for children if the huddle/school is closed and the children would be missing those lessons.
 - Jewish Studies teachers must ensure that a Tefillah video is uploaded to the Google Classroom daily.
 - Computing lessons should include work on Online safety regularly.
 - **Providing feedback on work:**
 - All work should be uploaded to the Google Classroom by the children so that teachers can respond.
 - Teachers should return any work to the children with a private comment or recorded message added to it.
 - **Keeping in touch with pupils who aren't in school and their parents:**
 - Make check in phone calls and follow-up emails if children are not joining the live sessions or completing online learning. Ideally within 24 hours to check on the wellbeing of the family.
 - Teachers should respond to emails from parents and messages on Google Classroom as promptly as possible within the school day (8:45am-3:30pm).

- Teachers should speak to their phase leaders regarding any complaints or concerns shared by parents and pupils – for any safeguarding concerns please contact the DSL promptly and record on CPOMS.
- Attending virtual meetings with staff, parents and pupils:
 - Monday morning briefings and weekly INSET will continue.
 - Adults should be dressed appropriately and in line with the ethos of the school.
 - Adults should avoid areas with background noise and should select an appropriate/plain background.

Providing work for individuals or groups of children who are off school:

- Teachers will upload the lessons for the day on the Google Classroom for children to access at home.
- Work should include maths, English, Jewish Studies and one other subject.
- Work should be assigned to the individual children who are off school using the date as the topic name.
- Children should be able to complete work directly on the Google Slides.
- 1:1 Sessions arranged with Inclusion leader/TA for SEND children.

3.3 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their regular 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
 - 1:1 sessions will be arranged on Google Meet.
 - Liaising with parents, class teacher and inclusion leader to arrange appropriate time for sessions.
 - Work will be assigned by teachers and shared with the children on Google Classroom. Teaching assistants will have access to this work.
 - Short feedback should be provided to teachers about the work.
 - Teaching assistants should be available to attend the class Google Meet if required.
 - If directed, TAs may be asked to support teachers with remote learning
 - TAs in school may be asked to lead 1:1 sessions with children who are off school isolating.
- Attending virtual meetings with teachers, parents and pupils – cover details like:
 - Monday morning briefings and TA meetings will continue.
 - Adults should be dressed appropriately and in line with the ethos of the school.
 - Adults should avoid areas with background noise and should select an appropriate/plain background.

3.4 Subject leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent and supporting them on making decisions on whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject by reviewing work set on Google Classroom and meeting with SLT and teachers if appropriate.
- Alerting teachers to resources they can use to teach their subject remotely.

3.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Updating the addendum to the Safeguarding and Child Protection policy: COVID-19 school closure arrangements for Safeguarding and Child Protection at Sinai School.

3.6 Adept and identified 'IT staff'

Adept and identified 'IT staff' 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 remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Alert teachers if they're not able to complete work
- Seek help if they need it, from teachers or teaching assistants
- Attend daily Google Meet sessions
 - Children should be dressed appropriately and in line with the ethos of the school.
 - Children should select an appropriate/plain background.
 - Children should not record or take photos/screenshots during the sessions.

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Support children to attend daily Google Meet sessions
 - An adult should be in the room during the daily session but should not participate.

- Parents should encourage children not to use other devices during their sessions and to be attentive to their teachers.

3.8 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 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 questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – Phase Leader, Subject Leader, Inclusion Leader
- Issues with behaviour – Phase Leader, Deputy Heads
- Issues with IT – Contact Adept <https://tech.adept.education/Default2.aspx> or identified IT staff
- Issues with their own workload or wellbeing – Phase Leader, Wellbeing Leader
- Issues with the wellbeing of other adults or children - Phase Leader, Wellbeing Leader
- Concerns about safeguarding –DSL

If parents/carers have any questions or concerns about remote learning, they should contact the class teacher via email or on Google Classroom. If this is not possible, please email the office staff at admin@sinai.brent.sch.uk

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will keep to the protocols and school approved systems for accessing, processing and sharing data:

School to insert detail on the particular systems they use:

- Staff have parent contact details, these should not be saved on any personal devices or shared.
- Children's login details are saved on the Google Drive. Details should not be shared with anyone other than parents/guardians.

5.2 Keeping devices safe and acting securely online

All staff members should take appropriate steps to ensure their devices remain secure and they behave appropriately when interacting on school systems online. 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 all Sinai owned devices are 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 and keeping it up to date
- Keeping operating systems up to date – always install the latest updates
- Refrain from storing any data outside of the Sinai Google Drive – e.g noting personal data down on paper or storing on the hard drive of a personal device.
- Notifying the school Data Protection Lead immediately when a data breach is suspected.
- During remote learning sessions, staff are expected to:
 - Refrain from taking secret recordings or screenshots of themselves or pupils during live lessons.
 - Only conduct video lessons in a professional environment. This means staff will be correctly dressed and not in a bedroom. The camera view will not include any personal information or inappropriate objects and where possible blur or change the background.
 - Refrain from contact or attempted contact of pupils or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways. Staff are expected to report any breach of this by others or attempts by pupils to do the same to the Headteacher.
 - Keep a log for live lessons if anything inappropriate happens or anything which could be construed in this way
 - Support a whole-school safeguarding approach and will report any behaviour which they believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead (if by a child) or Headteacher (if by an adult).
 - Refrain from behaving any differently towards students compared to when they are in school and not attempting to arrange any meeting without the full prior knowledge and approval of the school

6. Safeguarding

Please see the addendum to the Safeguarding and Child Protection policy: COVID-19 school closure arrangements for Safeguarding and Child Protection at Sinai School, which can be found on the school website.

7. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by the Assistant Head teacher responsible for Remote Learning. At every review, it will be approved by the Governing Body.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy and the addendum to the Safeguarding and Child Protection policy: COVID-19 school closure arrangements for Safeguarding and Child Protection at Sinai School
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

9. Ratification and Review

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| Approved by: | Curriculum & Standards Committee | Date: January 2021 |
| Last reviewed on: | N/A | |
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