Home Learning

Version 2

Contents

AIM

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

ROLES AND RESPONSABILITIES

2.1 Teachers

When providing remote learning, teachers must be available between 8.45am – 3.15am.

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 or speak to your line manager.

Whole bubble or school closure

When providing remote learning, teachers are responsible for:

2.1.1   Setting work/delivering live lesson:

- **EYFS** – 5 x Morning check-in (20 minutes live), 5 x Phonics/English (20 minutes) 1x Handwriting (20 mins live), 1 x maths (20 mins live), 2 x maths (20 minutes) 2 x Story time (20 mins live), and 4 x foundation lesson (20-30 mins). See **Appendix A** for timetable.
- **KS1/KS2** - 5 x English and Maths (1 hour with 20 mins live input), 5 x foundation, 4 x phonics or reading. See **Appendix A** for timetable.
- Create weekly learning overview briefly outlining the learning for each session (**Appendix B and C**) to be saved on SharePoint by Friday at 1pm, which will be uploaded to the Home Learning section of the website.
- English and maths live lesson must have a PowerPoint presentation
- Foundation lessons must have a PowerPoint presentation (with teacher voiceover) which is to be uploaded to SeeSaw each day.
- Whole class tasks to support all abilities
- Ensure any work set is accessible for all, including those who do not have access to a computer.

2.1.2   Providing feedback on work – cover details like:

- Teachers must acknowledge all work (set by the school) uploaded to SeeSaw by the children
- Comments must be acknowledged within 24 hours of the child/children posting their work

2.1.3   Keeping in touch with pupils (who aren't in school) and their parents:

- Twice a day, each class will meet via Teams for a 20 minute English and a 20 Minute maths input (**Appendix A**)
- Each class will have their blog on SeeSaw and children will be able to ask work related questions via SeeSaw
- All emails must be responded to in-line with expectations outlined in the staff handbook
- Any concerns or complaints must be logged in-line with expectations outlined in staff handbook
- All safeguarding concerns must be logged on CPOMS and all DSL's must be alerted to it
- If a child is not completing work, class teachers must email the parents directly and offer support, where needed. If a concern arises, the class teacher must escalate it to their line manager

2.1.4   Attending virtual meetings with staff, parents and pupils (See appendix F and G):

- o All children must wear their school uniform
- o Staff's dress code must be in-line with the staff handbook expectations
- o When conducting a Teams call, you must ensure your background is blurred and there are no other adults (non-members of staff or parents) in the room
- o Two members of staff will be present in each Teams call

Child/children self-isolating

When providing remote learning, teachers are responsible for:

2.1.5   Setting work:
- o **EYFS (Autumn term)** – 3 x phonics (20 mins), 2 x maths (20 mins), 1 x communication and language/literacy activity(20 mins), 2 x handwriting (20 mins) and 1 x topic (15 mins).
- o **EYFS (Spring and Summer term)** – 5 x phonics (30 mins), 2 x maths (30 mins), 1 x communication and language/literacy activity(30 mins), 2 x handwriting (20 mins) and 1/2 x topic (20-30 mins).
- o **KS1/KS2** - 5 x English and Maths, 4 x Topic, 4 x phonics or reading, 1 x PSHE and 1 lesson for Mosaic time. See **Appendix D** for timetable.
- o Weekly learning overview briefly outlining the learning for each session (**Appendix E**) to be sent directly to parents by the second day of self-isolation
- o English lessons to be based on Oak Academy resources (https://www.thenational.academy)
- o Phonics lessons to based on Teach Your Monster to Read (https://www.teachyourmonstertoread.com)
- o Maths lessons to be based on White Rose resources (https://whiterosemaths.com/homelearning)
- o Topic to be project based and linked to class topic

2.1.6   Providing feedback on work – cover details like:
- o Teachers must acknowledge all work (set by the school) uploaded to SeeSaw by the children
- o Comments must be acknowledged during teachers PPA sessions within the week
- o All work must be handed in to the class teacher when the child returns to school and it must be marked by the class teacher

2.1.7   Keeping in touch with pupils (who aren't in school) and their parents:
- o Class teacher to send an email to parents once a week to check in with the child/family.
- o Teacher to respond to any comments made on SeeSaw during their PPA time each week.
- o All emails must be responded to in-line with expectations outlined in the staff handbook
- o Any concerns or complaints must be logged in-line with expectations outlined in staff handbook
- o All safeguarding concerns must be logged on CPOMS and all DSL's must be alerted to it
- o If a child is not completing work, class teachers must email the parents directly and offer support, where needed. If a concern arises, the class teacher must escalate it to their line manager
- o Teachers are not to email or respond to SeeSaw out of hours – parents will be made aware of this

2.1.8   Attending virtual meetings with staff, parents and pupils:
- o Due to teaching full time, there will not be a virtual catch-up with the child; however, the class teacher may wish to arrange a Teams call during Mosaic Time to enable the children to see each other
- o All children must wear their school uniform
- o Staff's dress code must be in-line with the staff handbook expectations
- o When conducting a Teams call, you must ensure your background is blurred and there are no other adults (non-members of staff) in the room

2.2 Teaching assistants

When providing remote learning, teachers must be available between 8.45am – 3.15am.

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 or speak to your line manager.

When assisting with remote learning, teaching assistants are responsible for:

2.2.1   Supporting pupils who aren't in school with learning remotely – cover details like:

- o   Check the class SeeSaw throughout the day and comment on children's work (as they would in class)

- o   Liaise with class teacher to ensure any children who need support with home learning are identified and support plan is put in place

2.2.2   **Attending virtual meetings with staff, parents and pupils**:

- o   Dress code must be in-line with the staff handbook expectations

- o   When conducting a Teams call, you must ensure your background is blurred and there are no other adults (non-members of staff) in the room

- o   A DSL will be present in each Teams call

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

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

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

- o   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

- o   Monitoring the remote work set by teachers in their subject through regular meetings with teachers (Staff CPD/ 1:1) or by reviewing work set

- o   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:

- o   Co-ordinating the remote learning approach across the school (Liz Garbrah)

- o   Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- o   Monitoring the security of remote learning systems, including data protection and safeguarding considerations (Nerrissa Bear)

2.5 Designated safeguarding lead

The Designated Safeguarding Lead is: Nerrissa Bear

The Deputy Designated Safeguarding Leads are: Liz Garbrah, Dellian Jean-Marie , Lisa Tidey, Leah Evans and Chelsea Shevlin.

A member of the DSL team will always be available during school hours. The school will always strive to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a designated senior member of staff will assume responsibility for co-ordinating safeguarding on site.

This might include liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all our staff and volunteers have access to a trained DSL (or deputy). On each day, staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

DSL's will:

- o Identify key children across the school who will need additional support
- o Contact identified parents weekly and put support in place where needed

2.6 IT staff

IT staff are responsible for:
- o Fixing issues with systems used to set and collect work

- o Helping staff and parents with any technical issues they're experiencing

- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- o Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- o Be contactable during the school day

- o Complete work to the deadline set by teachers

- o Seek help if they need it, from teachers or teaching assistants

- o Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- o Make the school aware if their child is sick or otherwise can't complete work

- o Seek help from the school if they need it

- o Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board is responsible for:

- o Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible

- o Ensure that staff are certain that remote learning 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:

- o Issues in setting work – talk to the relevant subject lead, Deputy Headteacher or SENCO

- o Issues with behaviour – talk to the Deputy Headteacher or SENCO

- o Issues with IT – Email Alex on Helpdesk@mjps.org.uk

- o Issues with their own workload or wellbeing – talk to their line manager

- o Concerns about data protection – talk to the data protection officer (Lisa Tidey)

- o Concerns about safeguarding – talk to the DSL (Nerrissa Bear, Liz Garbrah, Jason Griffiths, Chelsea Shevlin, Leah Evans and Lisa Tidey)

4. Data protection

4.1 Accessing personal data

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

- o Use SharePoint or their MJPS OneDrive – No school data is to be removed from these online platforms
- o All teaching staff will be given a laptop to take home with them to ensure they can access the above mentioned online platforms

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

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

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:

- o 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)
- o 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
- o Making sure the device locks if left inactive for a period of time
- o Not sharing the device among family or friends
- o Installing antivirus and anti-spyware software
- o Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please see Safeguarding Addendum on our website (Click here) and the list of measure that are in place to ensure the children and staff's safety during live lessons.

6. Monitoring arrangements
Liz Garbrah (Deputy Headteacher) will review this policy half-termly. At every review, Diana Muallum (Chair of Governors) and Nerrissa Bear (Headteacher) will approve it.

7. Links with other policies
This policy is linked to our:

1   Behaviour policy

APPENDIX A:
Weekly teaching expectations overview

The timings for each lesson will vary, depending on year groups. Please see your child's weekly overview on our school website more information on timings. ([Click here for Home Learning](#))

EYFS

Day	Morning Live Lesson (20 minutes)	Afternoon Live Lesson (20 minutes)	Independent SeeSaw Lessons
Monday	Daily check-in: • Introduce topic and phonics for the week • Calendar • Songs, rhymes and games	Maths (number of the week introduction)	Literacy/Phonics
Tuesday	Daily check-in: • Introduce topic and phonics for the week • Recap the number of the week • Calendar • Songs, rhymes and games	Phonics review and Story time	Maths/Phonics
Wednesday	Daily check-in: • Introduce topic and phonics for the week • Recap the number of the week • Calendar • Songs, rhymes and games	Phonics review and Story time	Topic/Phonics
Thursday	Daily check-in: • Introduce topic and phonics for the week • Recap the number of the week • Calendar • Songs, rhymes and games	Handwriting (Task on SeeSaw)	Maths/Phonics Art/Hebrew/Music
Friday	Mosaic Time	Mosaic Time/Reading Eggs	

KS1

Day	Morning Live Lesson *20 minutes live input* (1 hour)	Afternoon Live Lesson *20 minutes live input* (1 hour)	Foundation SeeSaw Lesson (1 hour)	Phonics/Reading Purple Mash/SeeSaw Lesson (20 minutes)
Monday	English	Maths	Topic	Phonics/reading
Tuesday	English	Maths	Topic	Phonics/reading
Wednesday	English	Maths	PE	Phonics/reading
Thursday	English	Maths	Music/Art/Hebrew	PSHE
Friday	English	Maths	Topic	Phonics/reading

KS2

Day	Morning Live Lesson *20 minutes live input* (1 hour)	Afternoon Live Lesson *20 minutes live input* (1 hour)	Foundation SeeSaw Lesson (1 hour)	Reading Purple Mash Lesson (20 minutes)
Monday	English	Maths	Topic	Reading
Tuesday	English	Maths	Topic	Reading
Wednesday	English	Maths	Music/Art/Hebrew	Reading
Thursday	English	Maths	PE	PSHE
Friday	English	Maths	Topic	Reading

APPENDIX B

Example Weekly overview for whole bubble/school closure – Reception

	Wheat Aleph Remote Learning Weekly Overview Date:			
Day	**Morning Live Lesson (20 minutes)**	**Afternoon Live Lesson (20 minutes)**	**SeeSaw independent tasks (1 hour)**	**Phonics/Reading Eggs (20 minutes)**
Monday	I can: Task:	I can: Task:	I can: Task:	I can: Task:
Tuesday	I can: 	I can: Task:	I can: Task:	I can: Task:
Wednesday	I can: Task:	I can: Task:	I can: Task:	I can: Task:
Thursday	I can: Task:	I can: Task:	I can: Task:	PSHE I can: Task:
Friday	I can: Task:	I can: Task:	Mosaic Time	I can: Task:

APPENDIX C
Example Weekly overview for whole bubble/school closure – KS1/KS2

	Barley Aleph Remote Learning Weekly Overview Date:			
Day	**English Live Lesson** **(1 hour)**	**Maths Live Lesson** **(1 hour)**	**Topic SeeSaw** **(1 hour)**	**Phonics** **(20 minutes)**
Monday	**I can:** **Task:**	**I can:** **Task:**	**I can:** **Task:**	**I can:** **Task:**
Tuesday	**I can:** **Task:**	**I can:** **Task:**	**I can:** **Task:**	**I can:** **Task:**
Wednesday	**I can:** **Task:**	**I can:** **Task:**	**I can:** **Task:**	**I can:** **Task:**
Thursday	**I can:** **Task:**	**I can:** **Task:**	**I can:** **Task:**	**PSHE** **I can:** **Task:**
Friday	**I can:** **Task:**	**I can:** **Task:**	**Mosaic Time**	**I can:** **Task:**

APPENDIX D
EYFS – Autumn

Day	Lesson 1 (up to 20 minutes)	Lesson 2 (up to 20 minutes)
Monday	Phonics	Communication and Language /Literacy
Tuesday	Handwriting	Maths
Wednesday	Phonics	Topic
Thursday	Handwriting	Maths
Friday	Phonics	Mosaic Time

EYFS – Spring and Summer

Day	Lesson 1 (up to 20 - 30 minutes)	Lesson 2 (up to 20 - 30 minutes)
Monday	Phonics	Communication and Language /Literacy
Tuesday	Handwriting	Maths
Wednesday	Phonics	Topic
Thursday	Handwriting	Maths
Friday	Phonics	Mosaic Time

KS1

Day	Lesson 1 (1 hour)	Lesson 2 (1 hour)	Lesson 3 (1 hour)	Lesson 4 (20 minutes)
Monday	English	Maths	Topic	Phonics
Tuesday	English	Maths	Topic	Phonics
Wednesday	English	Maths	Topic	Phonics
Thursday	English	Maths	Topic	PSHE
Friday	English	Maths	Mosaic Time	Phonics

KS2

Day	Lesson 1 (1 hour)	Lesson 2 (1 hour)	Lesson 3 (1 hour)	Lesson 4 (20 minutes)
Monday	English	Maths	Topic	Reading
Tuesday	English	Maths	Topic	Reading
Wednesday	English	Maths	Topic	Reading
Thursday	English	Maths	Topic	PSHE
Friday	English	Maths	Mosaic Time	Reading

APPENDIX E
Example Weekly overview for child/children self-isolating

	Grape Aleph Remote Learning Weekly Overview Date:			
Online Learning Platforms Oak Academy – White Rose Maths -				
Day	**English** **(1 hour)**	**Maths** **(1 hour)**	**Topic** **(1 hour)**	**Phonics** **(20 minutes)**
Monday	Lesson number: I can: Task:	Lesson number: I can: Task:	I can: Task:	I can: Task:
Tuesday	Lesson number: I can: Task:	Lesson number: I can: Task:	I can: Task:	I can: Task:
Wednesday	Lesson number: I can: Task:	Lesson number: I can: Task:	I can: Task:	I can: Task:
Thursday	Lesson number: I can: Task:	Lesson number: I can: Task:	I can: Task:	PSHE I can: Task:
Friday	Lesson number: I can: Task:	Lesson number: I can: Task:	Mosaic Time	I can: Task:

APPENDIX F
Safeguarding: Live lessons

When moving to online learning, it is vital that we take all the necessary measures to ensure that children stay safe and are protected whilst online.

1. Children are only permitted to use their school email account to join live lessons

2. Children must **not** share their username or password with anyone

3. The school will only use Microsoft Teams for live lessons

4. Learning will take place in groups or where another adult/parent is present

5. There will be a minimum of 2 members of staff in each live lesson

6. One adult will monitor the chat and while one delivers the lesson

7. Staff will arrive before the lesson and start the meeting

8. Staff will end the lesson, which will ensure no pupils are left in the meeting unsupervised

9. All participants must follow the **Live Lesson Rules** (Appendix E)

10. All participants, including other adults who may be in the background, must wear suitable clothing (as outlined in 2.1.4 above).

11. Any devices used should be in appropriate areas, for example, not in bedrooms

12. All staff will blur their background where possible unless reading a book or sharing resources

13. Language must be professional and appropriate, including any family members in the background

14. Live lessons will be 20 minutes long (Max 30 minutes)

15. Any safeguarding concerns must be raised (in-line with the schools Safeguarding Policy) with the DSL using CPOMS

16. All live lessons will be recorded and stored for 15 days in the Teams chat so that if any issues were to arise, the video can be reviewed

Be on time

Log on 5 minutes before your lesson to make sure that you are on time. Make sure that your device is fully charged and you are prepared for your lesson.
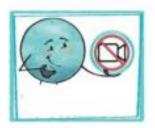
Be respectful

Follow the **Mosaic Gold Rules** in all lessons and show respect to pupils and staff.
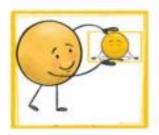
Sound

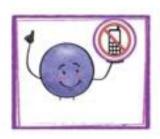Mute your microphone as soon as you enter the lesson to avoid background noises.

Camera

Turn your video off if you need to do something that you don't want everyone to see.

Position

Make sure that you are sitting at a table or desk, ready to learn, and keep the camera in one position.

Recording

Do not record or take pictures of the lesson.

Mosaic
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