

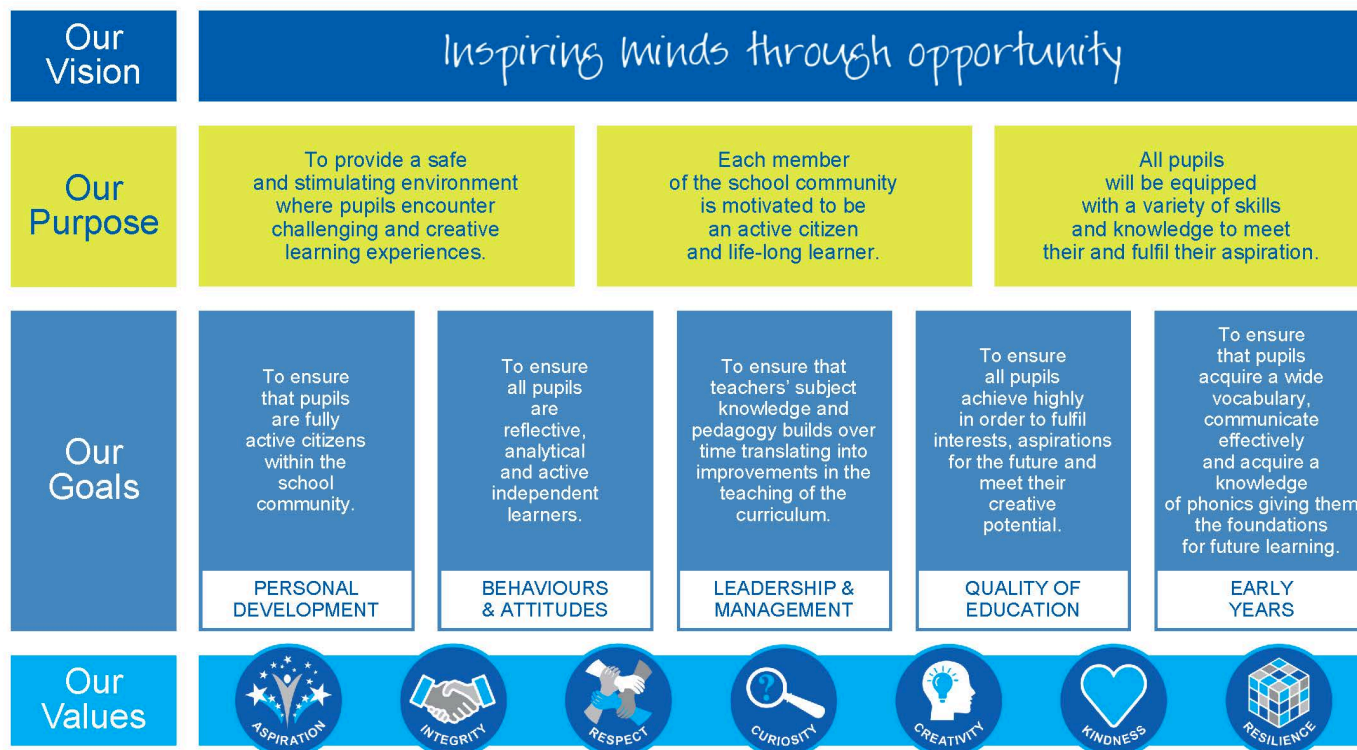


**CYRIL JACKSON PRIMARY SCHOOL**  
REMOTE EDUCATION

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## VISION AND VALUES:



## AIMS:

This remote education policy aims to:

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

## INTRODUCTION:

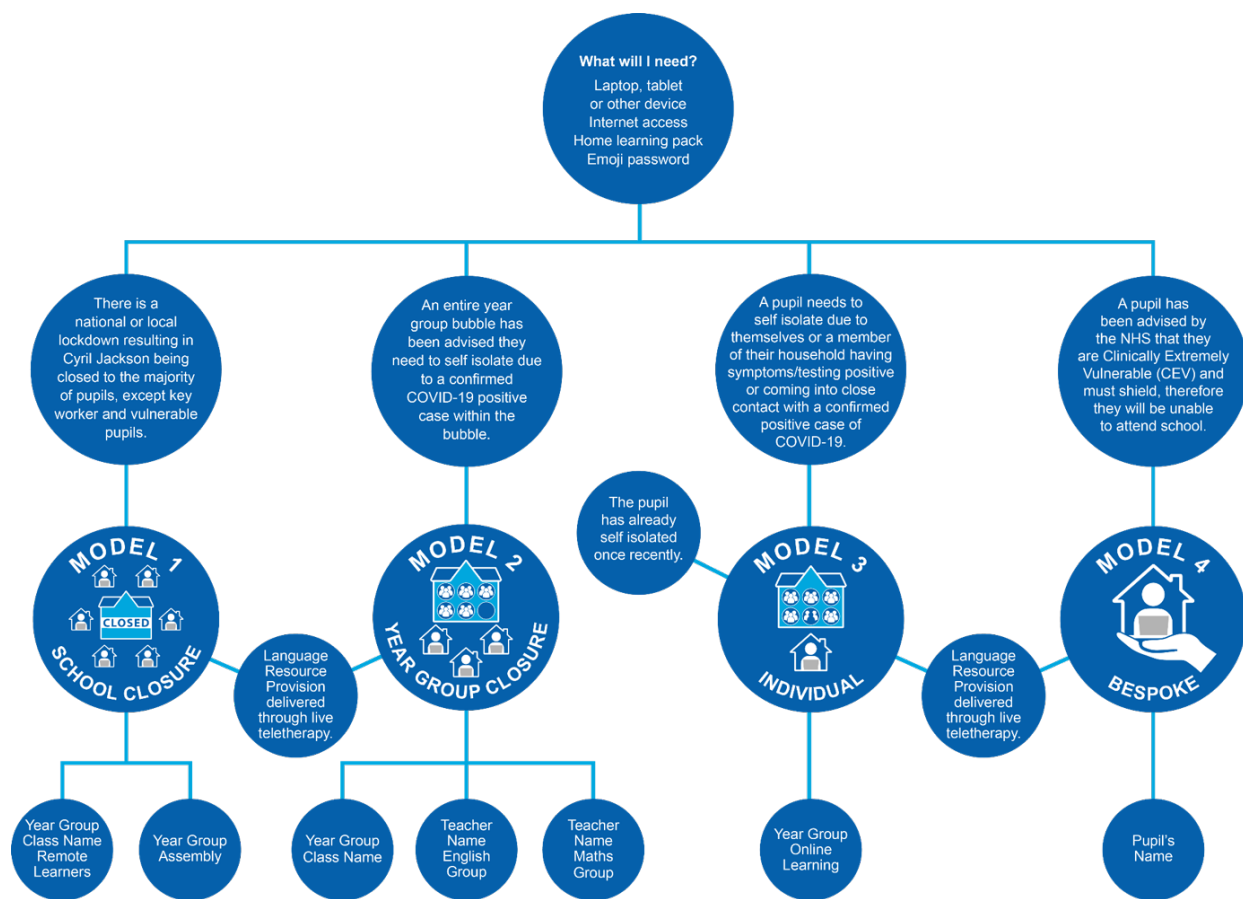
At Cyril Jackson, we strive to provide a stimulating environment where pupils encounter challenging and creative learning experiences in order to motivate our pupils to be active citizens and life-long learners. Our mission of providing high quality education applies equally to our remote education offer as it does to our in-school provision.

This remote education policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

It sets out the systems and technology that staff will use to keep the learning experience going for pupils, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The staff remote education lead is the deputy head teacher and any concerns, questions or feedback can be communicated with them.

If you are unable to access the internet or do not have enough devices then please get in touch with the school, we may be able to help.



## PLATFORMS FOR LEARNING:

PLATFORM	ACCESS
GOOGLE CLASSROOMS	All Remote education lessons and tasks Interventions and Debate Mate
WONDE	Access to Google Classrooms and other applications
WHITE ROSE	Maths
READ WRITE INC	Phonics
TIMETABLES ROCKSTARS	Maths
RENAISSANCE LEARNING	Accelerate Reader
BIG CAT COLLINS	E-Books- Reading
MICROSOFT TEAMS	All Staff meetings and most parent meetings Training from external providers

<b>ZOOM</b>	Certain agreed Parent meetings Training from external providers (e.g. THEP)
<b>ATTEND ANYWHERE</b>	Speech and Language Therapy sessions

## ROLES AND RESPONSIBILITIES:

All staff must ensure they have access to an appropriate device and effective internet and phone connectivity at home. If any support with this is needed, the staff member should raise this with the deputy headteacher and IT support.

When providing remote education, staff must be available within 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; calling the sick phone between the hours of 6:00am – 7:00am.

Any issues with IT which is hindering your ability to deliver remote education must be reported immediately to IT support: [cj@tqsltd.co.uk](mailto:cj@tqsltd.co.uk)

## TEACHERS

When providing remote education, teachers must ensure all work set follows the medium term plan.

In the event of significant staff absence, the Remote education Contingency Plan will be activated.

## WHEN PROVIDING REMOTE EDUCATION, TEACHERS ARE RESPONSIBLE FOR:

Setting work for their year group cohort. This may be live, pre- recorded videos or online tasks. Agreed amount of remote education time planned, including independent tasks (non-video/live time) are as follows:

EYFS	4 hours
Year 1	4.5 hours
Years 2 - 6	5 hours
Elm (SEND provision)	3 hours

All work must be uploaded to the relevant Google Classroom/s by 7:00pm the evening before.

Teachers liaise within microsoft teams to agree responsibilities for the remote education.

Teachers should ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home.

## FEEDBACK

Model 1 (school closure): teachers will check any work uploaded to Google Classroom and give feedback acknowledging the completed work via the comments function. Teachers will also provide some whole class feedback, highlighting general class strengths and gaps where relevant. Providing whole class feedback is an effective way of providing feedback, supported by findings from various pieces of educational research including the Education Endowment Foundation (EEF). Feedback will be completed the day after the assignment's due date. Registers and feedback to be completed daily for the day before.

Models 2 (year group closure) and 3 (individual): teachers will acknowledge and celebrate completed work on the pupil's first week back in school (time will be allocated for this). This will also be used as an assessment tool to assess learning engagement to support and inform future planning.

Model 4 (bespoke): the deputy headteacher will give weekly feedback via Google classrooms and call once a week to give verbal feedback to the relevant pupils.

## KEEPING IN TOUCH WITH PARENTS AND PUPILS

Teachers must adhere to the acceptable use policy and not give out any personal details. Any email correspondence to parents must go through the admin account managed by the finance manager. Any concerns should be raised with the phase leader who may decide to contact parents directly.

Teachers can deal with pupil queries where relevant, through the comments function in Google Classrooms. Any cascading of information to the whole class should be posted on the classroom stream page for all pupils and parents to see.

Teachers will complete daily registers which will inform support staff of which pupils will need to be called each day. Teachers may wish to give more context to support staff who are making these calls. This can be communicated via email or through a face-to-face or phone conversation.

## ATTENDING VIRTUAL MEETINGS WITH STAFF, PARENTS AND PUPILS:

All backgrounds must be appropriate, blurred or neutral and areas with background noise should be avoided.

If accessing the meeting from home all other members of the household should be made aware that a video call is happening to ensure no interruptions and that professional language and behaviour is adhered to by all.



Teachers must be online and ready for the meeting promptly to ensure any technological issues can be resolved prior to the start of the meeting.




Teachers will stay in any live session with pupils and ensure that every pupil has logged off before ending the session.

All teachers will continue to adhere to the code of conduct, child protection and acceptable use of technology policies.

## NEW PUPILS TO THE SCHOOL:

Action to take when a new pupil starts at CJPS whilst in lockdown:

-  Make home learning pack and give to office
-  Add name on remote education register

-  Add name on remote education engagement tracker
-  Welcome child on LIVE meeting
-  Begin monitoring remote education from their first day

## **TEACHING ASSISTANTS**

When providing remote education, teaching assistants (TA's) will support class teachers delivering remote education.

### **WHEN ASSISTING WITH REMOTE EDUCATION, TEACHING ASSISTANTS ARE RESPONSIBLE FOR:**

Checking class registers daily to identify which pupils have not engaged with remote education from the day before. These pupils will then be called and offered support.

Making calls home to support pupils with accessing remote education and use the Remote Education Engagement Log to record any actions/ information gleaned from these calls.

Running interventions with small groups or 1:1.

Supervising and supporting external providers e.g. booster, Debate Mate.

TA's will stay in any live session with pupils and ensure that every pupil has logged off before ending the session.

Teaching live or pre-recording RWI lessons and uploading these to the relevant Google Classrooms.

Pre-recording story times and uploading to One Drive.

Senior teacher assistants to make regular wellbeing calls to teacher assistants in their team. Any further action and support required should be escalated to the senior leadership team (SLT), who will share with the assistant headteacher for provision.

### **ATTENDING VIRTUAL MEETINGS WITH STAFF, PARENTS AND PUPILS:**

All backgrounds must be appropriate, blurred or neutral and areas with background noise should be avoided.

If accessing the meeting from home all other members of the household should be made aware that a video call is happening to ensure no interruptions and that professional language and behaviour is adhered to by all.

TA's must be online and ready for the meeting promptly to ensure any technological issues can be resolved prior to the start of the meeting.

All TA's will continue to adhere to the code of conduct, child protection and acceptable use of technology policies.

## **PHASE LEADERS**

When providing remote education, phase leaders will lead and manage day to day remote education of their phase.

### **ALONGSIDE THEIR TEACHING RESPONSIBILITIES, PHASE LEADERS ARE RESPONSIBLE FOR:**

Monitoring the engagement in remote education within their phase through the use of registers.

Working with other Phase Leaders and senior leaders to make sure the remote education provision is consistent across the school.

Feeding back how remote education is going within their phase weekly to the deputy headteacher, this should be completed by end of day, every Monday.

Cascade any changes to remote education to their phase in a timely manner.

Alerting teachers in their phase to resources, tips and tricks they can use to aide in teaching remotely.

Make regular wellbeing calls to staff in their team. Any further action and support required should be escalated to the senior leadership team (SLT).

Keeping their phase abreast of any information regarding families such as bereavement or illness.

## **SUBJECT LEADERS**

When providing remote education, subject leaders will be responsible for the medium term planning of their subjects across the school.

### **ALONGSIDE THEIR TEACHING RESPONSIBILITIES, SUBJECT LEADERS ARE RESPONSIBLE FOR:**

Adapting aspects of the subject curriculum to accommodate remote education.

Working alongside to ensure curriculum coverage breadth and depth is consistent.

Monitoring the engagement in remote education for their subject through the use of registers to identify gaps in missed learning.

Alerting teachers to a range of resources they can use to teach their subject remotely.

## **SENIOR LEADERS**

When providing remote education, senior leaders will be responsible for the medium term planning of their subjects across the school.

### **ALONGSIDE ANY TEACHING RESPONSIBILITIES, SENIOR LEADERS ARE RESPONSIBLE FOR:**

Co-ordinating the remote education approach across the school.



Being available to deal with any safeguarding concerns raised by staff or parents.

Monitoring the effectiveness of remote education.

Keeping abreast of all government guidance and plan accordingly and promptly.

Monitoring the security of remote education systems, including data protection and safeguarding considerations.

Phase Leaders will feed back weekly to deputy headteacher. Deputy headteacher will address any issues and raise relevant points to SLT in their weekly meetings. Any updates or changes will be cascaded to PLs who will then inform their teams.




Review and activate contingency plans where appropriate.

Review risk assessment and remote provision on a regular basis.

Make regular wellbeing calls to team. Any further action and support required should be escalated to the deputy headteacher or the headteacher.

### **NEW PUPILS TO THE SCHOOL:**

Action to take when a new pupil starts at CJPS whilst in lockdown:

-  Headteacher must approve offer or let Debbie know if it is to be rejected.
-  Set up a Wonde login
-  Add emoji/ class codes to learning packs

### **PASTORAL SUPPORT**

In event of a school closure, the primary responsibility for the pastoral care of a pupils working from home rests with their parents and carers. However, teachers, teaching assistants, home school workers and admin team (under the guidance of the pastoral officer and designated safeguarding lead) will check in regularly with their pupils to monitor both academic progress and their wellbeing.

### **WHEN REMOTE EDUCATION PROVISION IS ACTIVATED, PASTORAL OFFICER IS RESPONSIBLE FOR:**

Pastoral officers will be expected to record any calls made on the Remote education Engagement log and pass on feedback to the assistant headteacher for inclusion, particularly if there are concerns or any additional support is required.

Any concerns with technical access to remote education due to lack of devices/internet in the household should also be forwarded to the finance manager.


Making regular calls to vulnerable families not attending the onsite provision. Any actions are reviewed and completed in occurrence with school procedures.

Records of important communications should be kept on CPOMS following the usual procedure.

Maintains the attendance register.

### **NEW PUPILS TO THE SCHOOL:**

Action to take when a new pupil starts at CJPS whilst in lockdown:

-  Contact families and offer any specific support if needed.

### **HOME SCHOOL WORKERS AND ATTENDANCE AND WELFARE OFFICER:**

The Attendance and Welfare Officer is available on Friday's.

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; the local authority will then provide alternative support to the school.

### **WHEN THE REMOTE EDUCATION PROVISION IS ACTIVATED, THE HOME SCHOOL WORKERS AND ATTENDANCE WELFARE OFFICER IS RESPONSIBLE FOR:**

Making calls home to support pupils with access remote education and use the Remote Education Engagement log to record any actions/ information gleaned from these calls.









Continue to monitor pupil's engagement and report any concerns to class teachers and assistant headteacher for Inclusion.

Making regular calls to vulnerable families not attending the onsite provision. Any actions are reviewed and completed in occurrence with school procedures.

Taking calls from families who need support with accessing Remote education and trouble shooting any problems.

### **NEW PUPILS TO THE SCHOOL:**

Action to take when a new pupil starts at CJPS whilst in lockdown:

-  Call the parent and ask if they have received the letter and if they want to accept the place. If they cannot be contacted by phone, send a letter and email.
-  Ask parents to come and collect an admissions pack to fill out.
-  When parents return the pack, ask them to bring proof of address/Passport or Birth Certificate. Copy to add to their admission paperwork.
-  Check through the admission pack and check to see we have all the key information.
-  Call parents to see if their child would like to attend under vulnerable/ key worker category or if they need a home learning.
-  Call parents and ask them to pick up home learning pack
-  Ask if they have device or internet and contact Finance and Statutory Compliance Manager if needed.
-  Call parents and gather information about their background/ current needs. Contact Mark Ripper if needed.

## **ADMIN TEAM:**

The admin team is the first port of contact for all stakeholders including parents. There will be a member of the admin team in each building to support parents calling the school.

## **WHEN THE REMOTE EDUCATION PROVISION IS ACTIVATED, THE ADMIN TEAM IS RESPONSIBLE FOR:**

Taking calls from families who need support with accessing remote education and trouble shooting any problems.

Cascading information to relevant class teachers/ Phase Leaders.

Regularly sending updates to families via noticeboards, screens, text, email, phone, social media and the school website.

Prepare and distribute any stationery resources and work prepared by teachers required by families to support remote education.

Submitting the DfE daily register return.

Distribute free school meal (FSM) vouchers and supporting with FSM queries.

Managing food and donations and collections.





Managing device donations and device loans to families.

Keeping up to date records on the technical support our families need (e.g. access to devices and internet.

Liaising with IT support to ensure all devices to be loaned are set up and have the correct safeguarding controls in place.

## **NEW PUPILS TO THE SCHOOL:**

Action to take when a new pupil starts at CJPS whilst in lockdown:

-  Admissions send email informing of offers to be made with any information they have on the child/ren. This is forwarded to the Head to approve. If there are any issues at this point Admissions are informed and the offer will be withdrawn. If everything is ok then Admissions will go ahead and send an offer letter by said date.
-  Provide parents with a Parent Pay login and password
-  Provide parents with a device or internet if needed.
-  Add child to green and dinner registers in the South Building

## **DESIGNATED SAFEGUARDING LEAD (DSL):**

The Designated Safeguarding Lead must be available at all times. In the event of DSL absence the deputies must be available at all times.

### **WHEN THE REMOTE EDUCATION PROVISION IS ACTIVATED, THE DESIGNATED SAFEGUARDING LEAD IS RESPONSIBLE FOR:**

Maintaining contact, collating, passing on information and responding to any concerns.

See the COVID-19 amendments to the Child Protection Policy for further details.

### **SPECIAL EDUCATION NEEDS AND DISABILITIES CO-ORDINATOR (SENDCO)**

When providing remote education, SENDCOs must ensure the needs for all pupils with Special Education Needs and Disabilities (SEND) are met.

### **ALONGSIDE THEIR TEACHING RESPONSIBILITIES, SENDCOS ARE RESPONSIBLE FOR:**

Oversee any bespoke learning needed for pupils with SEND. Liaise regularly with parents to see what support may be needed.

Support teachers and teaching assistants in planning and resourcing for pupils.

Ensuring planning is differentiated and accessible to meet the individual needs of pupils.

Make regular wellbeing calls to SEND support staff. Any actions are reviewed and completed in occurrence with school procedures.

Oversee speech and language provision and check in with therapists and parents to ensure therapy sessions are being attended and engagement is high.

### **ICT SUPPORT STAFF**

When providing remote education, ICT support staff must be available between 8.00am and 4.30pm.

### **WHEN THE REMOTE EDUCATION PROVISION IS ACTIVATED, THE IT SUPPORT STAFF IS RESPONSIBLE FOR:**

Fixing issues with systems used to set and collect work.

Supporting staff and parents with any technical issues they're experiencing.

Reviewing the security of remote education systems and flagging any data protection breaches to the data protection officer.

Assisting pupils and parents with accessing the internet or devices.





Setting up any new hardware or software to be used within remote education.

Distributing passwords to teachers and parents where necessary.

Set up logins and emails for pupils new to the school.

## PUPILS

Staff can expect pupils learning remotely to:

-  Be contactable during the school day – although consider they may not always be in front of a device the entire time.
-  Participate as fully as possible in remote education, attending all live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.
-  Keep their video cameras and microphones on throughout each live video lesson, teachers may choose to mute microphones if required.
-  Seek help if they need it, from teachers or teaching assistants by way of communicating through the Google Classrooms Chat.

Pupils will also be expected to read and respond to communication from the school on a regular basis – with support from parents if required.

Teachers must work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct pupils to take relevant resources home, or for arrange distribution of required resources.

The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g. science or art).

The school will make no presumption of the pupil's ability to print at home and this will be considered when planning lessons, tasks and activities.

## PARENTS

Staff can expect parents with pupils learning remotely to:

Make the school aware if their child is sick or otherwise can't complete work by following the usual procedures (calling school office).

Seek help from the school if they need it. There are support documents and videos on the Cyril Jackson website and parents can also call the office or email [admin@cyriljackson.towerhamlets.sch.uk](mailto:admin@cyriljackson.towerhamlets.sch.uk) to request support.

Ensure their child/ren are punctual to any live session to ensure no disruption to learning is caused.

Ensure child/ren follow all instructions during live sessions e.g. mute microphone or log off from live sessions when requested to.



Ensure a device is available for their child/ren to access remote education, if parents require support with this, please contact the admin team immediately by emailing [admin@cyriljackson.towerhamlets.sch.uk](mailto:admin@cyriljackson.towerhamlets.sch.uk) to request support.

Ensure child/ren have access to the internet to access remote education, if parents require support with this, please contact the admin team immediately by emailing [admin@cyriljackson.towerhamlets.sch.uk](mailto:admin@cyriljackson.towerhamlets.sch.uk) to request support.

Cyril Jackson is a professional environment, and as such, we expect all emails between staff and parents to be written in a professional manner and using the correct language. Any such communication will be professional in tone and manner.

## GOVERNORS

The Governing Body is responsible for:

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

## SUPPORT FOR SEND

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home.

We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils with differentiated tasks, lessons from other year group materials, alternative methods of recording, additional resources and advice and support.

Remote intervention and bespoke sessions will also be used where appropriate. We encourage parents to get in touch if their children are finding things too difficult or easy and we will do what we can to make personalised adaptations.

Pupils who are part of our Language Resource Provision will continue with their weekly speech and language therapy remotely using the 'Attend Anywhere' platform. Pupil's assigned SLT will contact parents to arrange timings and access to this.

## SAFEGUARDING

With the increased use of digital technologies that comes with remote education, safeguarding implications have been carefully considered.

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers.

In these policies, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

All staff must read and understand the updates made to the Child Protection Policy in relation to remote education. The policy is available on the school website, Parago and One Drive.

More advice on safeguarding and pastoral issues is available in the staff handbook.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead.

1:1s are subject to a risk assessment and approved by SLT.

Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.

Any live classes could be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed; access and retention procedures listed in the GDPR policy must be adhered to.

Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.

SLT have risk assessed the use of live lessons using webcams, this can be found in the Cyril Jackson January 2021 Covid-19 Risk Assessment.

Data Controllers have ensured that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the provider's terms and conditions (for example, no business use of consumer products).

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's pupil protection officers as normal. Parents can do this through email or by phone.

Everyone taking part in a live session must ensure they are dressed appropriately and all in the household should be aware to ensure appropriate and professional language are used at all times.

## **LIST OF USEFUL LINKS:**

Safeguarding and remote education during coronavirus (COVID-19)

[Remote Education Policy | February 2021](#)  
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<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Safeguarding during Remote Learning & Lockdowns (LGfL)

<https://coronavirus.lgfl.net/safeguarding>

Remote Working a guide for education professionals (SWGfL)

<https://swgfl.org.uk/assets/documents/educational-professionals-remote-working.pdf>

Zoom for Education: Top 10 Frequently Asked Questions (Zoom)

<https://blog.zoom.us/zoom-for-education-top-10-frequently-asked-questions/>

For Support

[Childline](#)

To report and remove harmful online content

[UK Safer Internet Centre](#)

For advice on making a report about online abuse

[CEOP](#)

In addition, the following sites are an excellent source of advice and information:

For support for parents and carers to keep their children safe online

[Internet matters](#)

For support for parents and carers to keep their children safe online

[London Grid for Learning](#)

For support for parents and careers from the NSPCC

[Net-aware](#)

For support for parents and carers to keep their children safe online

[Parent info](#)

For advice from the National Crime Agency to stay safe online

[Thinkuknow](#)

Advice for parents and carers

[UK Safer Internet Centre](#)

## ONLINE SAFETY

All live sessions will be recorded on a school device and saved onto GDrive in 'Meet Recordings' folder.

Teachers, parents/carers should encourage screen breaks from devices throughout the day.

Teachers must know how to mute all participants and how to end a call in case of an emergency when live.

Teachers/ TAs must ensure all pupils have logged off of live sessions before ending the meeting.



Everyone taking part in a live session must ensure they are dressed appropriately and all in the household should be aware to ensure appropriate and professional language are used at all times.

When live sessions are taking place, an adult must always be present with the pupil  
Backgrounds must be appropriate, blurred or neutral for all live or pre-recorded lessons.

Remote education will mean that pupils will not have the usual amount of social interaction with their peers. Parents should continue to monitor their child/ren's wellbeing and mental health.

It is important to try and encourage pupils to go out for a change of scenery where possible to support positive wellbeing.

Parents should monitor what child/ren are accessing whilst online.

It is important to ensure child safety controls have been activated on the device/s pupils are using. This will ensure they are better safeguarded against having access to inappropriate material online.

## **LIST OF USEFUL LINKS:**

Live Streaming (Childnet)

<https://www.childnet.com/teachers-and-professionals/hot-topics/livestreaming>





Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

## **GDPR**

### **ACCESSING PERSONAL DATA**

When accessing personal data, all staff will:

-  All staff have access to CPOMS to record any parent contact or concerns about pupils, this is accessed via a secure password. Staff must ensure they log out after use and do not allow access to the site to any third party.
-  Staff are able to access parent contact details via Medical Tracker using a secure password. Staff must not share any details with third parties and ensure Medical tracker is logged off after every use
-  The inclusion team have the ability to securely access SIMS from home. Inclusion team are not to share their access permissions with other members of staff.
-  School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils. If staff are using their own devices, they must create a separate user for work. Should the staff member leave, they must wipe all the data from the work user account of their own device.

### **SHARING PERSONAL DATA**

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote education system. Such collection of personal data applies to our functions as a school and doesn't

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







## **RETAINING PERSONAL DATA**

Online conversations with pupils must be recorded, these recordings constitute personal data. This means that under GDPR, keeping these recordings is required however data should only be retained for as long as is necessary to meet the needs of the reason for recording it. Please refer to the GDPR policy for further guidance. Any queries or concerns should be sent to the Data Protection Officer via this email:

[louise@connetix.co.uk](mailto:louise@connetix.co.uk).

## **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

Consent is needed for the live-streaming or recording of pupils and adults in the images.







## **SUPPORT FOR FAMILIES ACCESSING REMOTE EDUCATION**

We encourage families to get in touch if they are struggling to access our remote-learning offer. We may be able to support with advice or technical support, adaptations to tasks, loan of school devices, help with internet access, etc.

Please email [admin@cyriljackson.towerhamlets.sch.uk](mailto:admin@cyriljackson.towerhamlets.sch.uk), or phone the school office on 02079873737 to discuss this further.

## **LINKS TO OTHER POLICIES:**

The Remote Education Policy should be read in conjunction with the following policies:

-  Acceptable Use of Technology: Staff
-  Acceptable Use of Technology: Parents
-  Behaviour Policy
-  Child Protection Policy
-  Home School Agreement
-  GDPR Policy



## APPENDICES

List of Appendices include:

Appendix 1: Online Safety Tips

Appendix 2: Privacy Notice

# 10 TOP TIPS

## REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

### 1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



### 2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



### 3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



### 4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



### 5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



### 6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



### 7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



### 8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



### 9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



### 10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.



## Privacy Notice

CJPS is committed to protecting your privacy. This privacy notice explains how we collect, use and share your personal information, and your rights in relation to the personal information we hold.

This privacy notice concerns pupils and members staff present as well as any accidental image capture of other household members and visitors in lessons being recorded via Teams and Zoom.

CJPS is the controller of personal information, and is subject to the Data Protection Act 2018 (DPA) and the General Data Protection Regulation (GDPR).




We may collect, use and share your personal information as outlined in this policy in order to enable pupils to review recordings at a later time as an aid to learning or as part of a safeguarding or complaint enquiry.

### What information we hold

The personal information that we collect, hold and share includes video footage of faces, dialogue and activity.

### Why we hold your information

We use personal information to:

-  Enable pupils to review lesson footage at a later time, convenient to family life and as an aid to support learning.
-  Support with any safeguarding or complaint enquiry.
-  Comply with the law regarding data sharing

The lawful basis for using this information Under GDPR, we are able to process information on certain legal grounds. In the case of pupil information, we collect and use information under the basis of Public Task. We deem the recording of this personal data as necessary, appropriate and proportionate for the purposes it is being recorded.

### Collecting personal information

The majority of personal information you provide to us is necessary for us to continue with our home learning offer. This offer includes enabling pupils who are unable to take part in our live sessions, the ability to review footage at a later date. This personal information will also be used in the event of a safeguarding enquiry or a complaint about a member of staff. Refusal to supply such information may mean that we are unable to provide the home learning offer which includes enabling pupils to review at a later date and also the one to one and small booster group sessions. However, if you have a reason to object to the collection of this data, please inform the teacher at the start of the lesson.

Pupils will be reminded at the beginning of each recorded lesson that the recording is taking place and will have the opportunity to turn off their camera if they do not wish to be recorded.

### Storing personal information

We store personal information securely and in line with our Data Protection Policy and associated procedures. A copy of our Data Protection Policy can be obtained from the Data Protection Officer, whose contact details are listed below:

We hold information collected via Microsoft teams and Zoom, securely on our servers for a maximum of twenty days after collection.

#### Who we share personal information with

We do not share information collected via Microsoft teams and Zoom with third parties unless it is necessary and in line with the lawful basis for processing listed above, or with the consent of the persons concerned. Where data is routinely shared, a data processing agreement will be established to ensure the protection of all parties' information.