



# Remote Teaching and Learning Protocols

| Linked Documents   |
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| <a href="#">Teaching and Learning Policy</a>             |
| <a href="#">Remote Learning Plan</a>                     |
| <a href="#">Online Safety Policy</a>                     |
| <a href="#">Child Protection and Safeguarding Policy</a> |
| <a href="#">Positive Behaviour Policy</a>                |
| <a href="#">Acceptable Use Policy</a>                    |



**The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:**

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**School's Purpose:** To prepare pupils for lifelong success

**School's Vision:** At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

## **Introduction**

This document is in addition to the Remote Learning Plan and provides further clarification on expectations, procedures and behaviours for online teaching and learning, including recorded sessions, group intervention sessions, Celebration Assemblies, registration and catch-up sessions.

### **Senior Leaders will:**

- Oversee the effectiveness of online sessions in line with all usual school policies including, but not limited to, Positive Behaviour, Child Protection and Safeguarding, Teaching and Learning, Special Educational Needs and Disabilities, Online Safety and Acceptable Use Policy.
- Ensure that regular screen breaks are timetabled for pupils each day.
- Ensure that all staff have access to a device and appropriate equipment where and when needed.
- Provide ongoing support, advice, training and mentoring in delivering online sessions.
- Ensure staff workload and directed hours are considered when planning for remote interaction and keep this regularly under review.

### **Those leading sessions will:**

- Ensure that they build in regular screen breaks for themselves.
- Plan, teach and adapt their style of teaching for online learning, including appropriate differentiation.
- Give appropriate, regular feedback to ensure that pupils are aware of the progress they are making and their next steps.
- Engage in on-going support, advice, training and mentoring in delivering online sessions.
- Ensure their desktop is free of any personal information or images before beginning a session, e.g. no tabs to personal email accounts, social media available in case of sharing their screen.
- Close all sensitive documents or tabs when sharing their screen.
- Check whether they have a stable internet connection, and a properly working camera and microphone.
- Clearly inform pupils what resources they will need to have available when setting up the session on Google Classroom.
- Ensure that the Online Timetable is followed as this provides structure and routine, thus supporting learning.
- Inform pupils about the expectations of the lessons/sessions, e.g. noting the school's Learning Powers and the Positive Behaviour Policy.
- Instruct pupils on how to work with and/or access the resources.
- Create resources that pupils can write on/annotate and upload these to Google Classroom in sufficient time.
- Be clear with where and what the assignment is.
- Be explicit about when assignments are due.
- When in front of the camera, blur out their background, or have a quiet and neutral backdrop for their live sessions.
- Ensure that sensitive documents are not lying around that may be visible when broadcasting/pre-recording.

- Start their session with instructions on what they expect from pupils in terms of behaviour, e.g. how they may signal that they have a question, and whether they should mute their microphones (possible to enforce by using the mute button) and turn on or off their webcam at the start of each session.
- When appearing live, consider there might be some time lag – check regularly with pupils if they are able to follow along, and provide enough time to comment/ask questions when prompted.
- Ensure that content shared with pupils is appropriate and accessible to all.
- Moderate and monitor online discussions, reminding pupils of expectations, and ask for assistance from a member of the Senior Leadership if needed.
- Clarify when the live session is about to end and then ‘end the meeting for all’ when leaving the session.
- Decide if pupils’ cameras should be on/off dependant on the content lessons and/or connectivity problems.
- Secure sensitive data that may be used while operating from a remote workplace in line with school GDPR and safeguarding policies. This includes withholding personal mobile numbers when making calls to families.
- Not admit anyone from outside Godwin Junior School unless previously arranged, e.g. guest speaker.
- Only record lessons/sessions if approved by a member of the Senior Leadership Team, for training and development purposes and if agreed by those in attendance.
- Ensure that sessions will not be distributed to third parties outside the school.

**Pupils will:**

- Follow the normal expectations for behaviour and learning as if in school, including the Pupils’ Acceptable Use agreement.
- Be appropriately dressed for the day – clothing suitable for a school day.
- Use their break times to have a snack and use the toilet.
- Only use their own Google account and password when logging in to Google Classroom – their name should be displayed underneath their image so they can be addressed correctly.
- Ensure they are muted at the start of every session.
- Only unmute when asked to do so by the teacher – this to ensure the adult-led session is audible and clear for all pupils in the group.
- Only use the chat function if and when the teacher permits.
- Not change the background/screen to different themes as this can be distracting for other children during the session.
- Angle their camera so other members of the household cannot be seen as this can be distracting for the rest of the group.
- Where possible, set up their device in a quiet space/room to ensure that the rest of their class are not being disturbed by other people in the household. Please ensure that the door is left open throughout the session.

**Parents/Carers and other Household Members will:**

- Follow the normal expectations for behaviour as would apply when on the school site.
- Not be permitted to take screen shots or photographs of the screen during the session- this is to safeguard everyone.
- Not be permitted to document sessions in any way and share any part of sessions on social media platforms-this is to safeguard everyone.
- Be dressed appropriately if they are in view (or potentially could be in view) during online sessions.
- Ensure their child is logged in on time and ready for learning for every session - lateness can unsettle children and they will miss important information which the adult cannot recap on, as well as disrupt other pupils' learning.
- Act as facilitator (only relevant for children who need additional support), e.g. helping them mute and unmute their microphones when needed.
- Not intervene in the session e.g. by asking questions or directing any conversation at the member of school staff leading the session
- Contact the school directly to ask any questions or raise any concerns - by emailing [info@godwin.newham.sch.uk](mailto:info@godwin.newham.sch.uk)
- Email the school for any assistance or support.
- Engage with the school's regular pastoral calls, communicating how their child is responding to online learning and their child's emotional wellbeing.
- Ensure that when their child is speaking to a member of school staff on the telephone it is switched to speaker-phone for safeguarding purposes.