



Remote Learning Framework review

Action Plan

This was taken from the DFE Remote Learning Guidance and Template.

We have made it into an Action Plan to ensure we are delivering what our children deserve.

Leadership School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

(score if you wish)

| Areas to review | Currently in place | Development opportunities |
|--|--|---|
| <p>Remote education plan:</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p> | <p>The Headteacher has overarching responsibility for the quality and delivery of remote education.</p> <p>All year groups upload their weekly timetable on to the website/seesaw/other online platform either Teams, Class DoJo, Tapestry or the school website as notified to parents</p> <p>Work packs will be available for those children that cannot access the internet or do not have any devices at home.</p> <p>The remote curriculum is aligned to the planned curriculum and new content is being taught. <u>White Rose maths is used across the school to support the delivery of the maths curriculum</u></p> | <p>Develop the use of feedback in Seesaw</p> <p>Oak Academy to supplement the remote learning offer – <u>only if in the case of teacher illness</u></p> <p>White Rose Maths to supplement the remote learning offer</p> <p>Additional things could be added here based on what you are see through your QA</p> |

| | | |
|---|---|--|
| | <p>All children in school will be taught <u>access</u> the same curriculum as the children at home.</p> <p>SEND are given differentiated work if they cannot access the work the rest of the year group are doing.</p> | |
| <p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p> | <p>All governors, staff, parents and carers are aware of our approach and arrangements for remote learning.</p> <p>Newsletters and staff briefings are sent regularly <u>and staff communicate daily</u></p> <p><u>Vulnerable children are in school or on daily live lessons</u></p> <p><u>Contact is made by teachers to any parents of children not accessing remote learning daily.</u></p> <p>Regular communication and updates are provided with any changes to the provision.</p> | <p>Calling vulnerable children weekly</p> <p>Regular phone calls by the support staff to all parents</p> <p>Communication sheet to be filled out by class teachers and returned for analysis</p> |
| <p>Monitoring and evaluating</p> | <p>The school has systems in place to monitor the impact of remote education.</p> | <p>Manage rotas of staff in school/review this</p> |

| | | |
|---|--|---|
| <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts | <p>Children in school are accessing the work set by the teacher, thus managing workload.</p> <p>All staff are aware that they can email/call SLT if workload is a problem.</p> <p><u>All TAs in school 2 days a week so discuss additional responsibilities with Senior Teacher each week.</u></p> | <p>regularly</p> <p><u>Regular communication with staff to continue school development planning</u></p> |
|---|--|---|

| Remote education context and pupil engagement | | |
|---|--|---|
| The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education. (score if you wish) | | |
| Areas to review | Currently in place | Development opportunities |
| Home environment The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home. The school supports pupils on how to self-regulate during remote education, including: <ul style="list-style-type: none"> understanding their strengths and weaknesses to improve their learning how to learn from home how to manage their time during periods of isolation | We have adapted our remote education provision depending on pupil's home environment. Pupils who might lack digital access to support the remote education provision will be supported by school by providing them with a laptop and internet access. <u>Regular feedback is given verbally via Zoom or via Class DoJo depending on age of children</u> | Laptops to be supplied to all families who need them Data to be supplied to families that need it. Regular phone calls in order to support children understand their strengths and weaknesses in order to improve learning |
| Laptops, tablets and internet access Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of | School is making suitable alternative arrangements to minimise the impact on remote learning. A list has been created for children that need to loan a laptop have been identified and have the device | Weekly phone calls by the support staff to see if families have suitable devices. |

| | | |
|---|---|--|
| these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school. | Consideration has been given to minimise the need due to a significant number of families with children in different year groups in terms of laptop time and live lesson timetabling | |
| Supporting children with additional needs Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education. This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs. | Children with IEP's in mainstream will be receiving differentiated work if they are unable to access the work that has been set for the rest of the class. <u>This is only for children working outside year group</u> | Utilise Oak National Academy provides resources for teachers to support children with additional needs- share this with families SENCo to communicate regularly with children on the SEN register |
| Monitoring engagement The school has systems for checking whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern. | School checks weekly <u>daily</u> whether pupils are engaging with their work and will inform <u>contact</u> parents and carers immediately where engagement is a concern Each year group provides feedback to the children either <u>on Seesaw/ other platforms or through returning work packs through returned work, Class DoJo or Tapestry</u> | Support staff to make weekly phone calls to check any concerns around work. Ensure parents are aware they can contact staff in school at any time if need be. |

| | | |
|---|---|--|
| | <u>Parents are aware of how to contact teachers directly.</u> | |
| Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | Pupils who might lack digital access to support the remote education provision will be <u>are</u> supported by school by providing them with a laptop and internet access. | Support children with SEN with specific technology that addresses their learning needs. |

| Curriculum planning and delivery | | |
|--|---|---|
| <p>The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.</p> <p>(score if you wish)</p> | | |
| • Areas to review | Currently in place | Development opportunities |
| <p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day | In place | |
| <p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p> | <p>The school has a clear, well sequenced curriculum for pupils in class and those working remotely.</p> <p>The remote curriculum is aligned to the one taught in class</p> | <p>Develop the use of feedback in Seesaw</p> <p>Oak Academy to supplement the remote learning offer</p> <p>White Rose Maths to supplement the remote learning offer</p> <p>Additional things could be added here based on what you see through your QA</p> |

Formatted: Not Highlight

Formatted: Indent: Left: 0.25 cm

| | | |
|--|--|---|
| <p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p> | <p>The school has a good system in place to support our remote learning. These include ADD here live lessons, recorded lessons, timetabled slots to complete tasks, breaks and exercise time</p> <p>Our remote learning includes live lessons, recorded lessons, direct teaching time from other educational providers and time for children to complete the tasks.</p> <p>School is using their own systems to support effective communication and accessibility for all pupils.</p> | <p>Supplement with Oak National Academy resources and guidance on how to map resources to a school's existing curriculum.</p> <p>Develop the live and recorded lesson offer</p> <p>Supplement with White Rose Maths video's</p> |
| <p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p> | <p>The school has a good plan in place to gauge how well all pupils are progressing.</p> <p>The school provides feedback, at least 2-3 times a week using Class DoJo or Tapestry at least weekly using SEESAW or written feedback on pupils' work. AMEND to you platform</p> | <p>Develop the use of feedback in Seesaw</p> <p>Additional things could be added here based on what you are see through your QA</p> <p>Develop response to feedback for UKS2</p> |

Formatted: TableHeader, Indent: Left: 0.25 cm, Font Alignment: Auto

| Capacity and capability | | |
|---|---|--|
| Schools support staff to deliver high-quality remote education | | |
| (score if you wish) | | |
| Areas to review | Currently in place | Development opportunities |
| Effective practice Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching. | Teaching staff are aware of resources available to support remote learning | GOV.UK provides a good practice guide to support schools in their delivery of remote education. |
| Staff capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. | Staff have access to the digital resources and tools that we need to teach and support pupils remotely. Staff have had some training in order to support the use of digital tools and resources. Staff who feel confident are able to use digital resources e.g. SEESAW, eg Tapestry, Class DoJo, Teams | Continue to provide staff training and use strong staff to support those who are less experienced. |

| | | |
|---|--|---|
| Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. | | |
| Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps. | Teaching staff are aware of resources available to support remote learning | Continue to provide staff training and use strong staff to support those who are less experienced. |
| Communication The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties. (score if you wish) | | |
| Areas to review | Currently in place | Development opportunities |
| Realistic expectations of pupils, parents and carers Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website. | Parents and carers have clear guidance on how to support pupils at home. Those that struggle are able to contact school at any time or tell the member of support staff when they call. Information regarding remote learning can be found on the school website | More calls home School website to be updated regularly. Platform used for delivering remote learning to be updated regularly |

| | | |
|--|--|---|
| Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments). | Children understand how they can participate in remote learning. | Office staff to pass on any messages to class teachers. Website to be updated weekly |
| School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils. | We provide live lessons, assemblies, story time ADD MORE well-being meetings | Monitor those children who do not engage with this and encourage them to |
| Safeguarding and wellbeing Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing. (score if you wish) | | |
| Areas to review | Currently in place | Development opportunities |
| Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can | Parents and carers are able to raise any safeguarding concerns at any time. School has clear safeguarding protocols in place to ensure pupils are safe. | Weekly phone calls Calls to the office |

| | | |
|---|---|---|
| raise any safeguarding concerns in relation to remote education. | School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. | |
| Online safety If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online. | Online safety has been taught in school <u>Reminders were sent to parents with remote learning policy</u> | Continue to promote online safety |
| Wellbeing Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one particularly for those that are most vulnerable. | Staff are aware of potential wellbeing problems. They are aware to let the class teacher or SENCo, DSL and know if there are any problems around wellbeing or mental health. Weekly phone calls home to the parents and child. | Phone calls home Good communication <u>SENCO to call the most vulnerable once a week as well as the support staff. Class teacher to call most vulnerable if not in school</u> |
| Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | These are in place and monitored by the Trust | |
| Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know | Same rules apply as when we teach the children in school. Staff to make parents aware about any | |

| | | |
|---|---|--|
| them and teachers monitor and enforce them. | inappropriate behaviour. This is detailed in the remote learning policy that parents were sent. | |
|---|---|--|

