Dinting Church of England VA Primary School

Remote Learning Framework Action Plan

This was taken from the DFE Remote Learning Guidance and Template

We have produced an action plan to ensure we are delivering what our children deserve.

Remote Education Plan:	Outcomes:	Resources/Actions:
There is a plan in place for remote education and a senior leader (joint responsibility Mr Wilson & Mrs Elliott) with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. 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.	All classes will upload their weekly timetable on to the website using the same format. Work packs will be available for those children that cannot access the internet or do not have any devices at home. All children in school; will be taught the same curriculum as the children at home. SEND pupils to be given differentiated work if they cannot access the work the rest of the class are doing.	Google Classrooms Oak Academy White Rose Maths Twinkl
Communication:	Outcomes:	Action:
Governors, staff, parents/carers are aware of the school's approach for remote education	All governors are kept informed of approach and arrangements through virtual meetings and regular posts on Governor Hub. Parents are made aware of arrangements via letters emailed through Parent Pay and information posted on school website.	Regular communication and updates provided Phone calls/emails from teachers for children who are not engaging each week. Weekly staff meeting/updates to amend actions and risk assessments.
Monitoring and Evaluation:	Outcomes:	Action:
The school has systems in place to monitor the impact of remote education, this includes:	The school has systems in place to monitor the impact of remote education	Regular communication with staff Support for staff with google classrooms and IT resources

• Understanding the impact on staff workload and how to mitigate against it • Having access to appropriate management information- staff/pupils absences/sickness to help school respond to changing contexts.	Teachers delivering remote education whilst TA supports children in school to access remote learning. Helps to manage workload All staff are aware they can speak to LE if workload is a problem and solutions will be found.	
Home Environment: School is aware of learning environments in the home and works with 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: • Understanding their strengths and weaknesses to improve their learning • How to learn from home • How to manage their time during periods of isolation.	**Outcomes:** Remote education adapted depending on pupil's home environment e.g. siblings sharing devices etc. Pupils who might lack digital access to support remote education provision will be supported and provided with devices/support	**Action:** Devices to be supplied to families Support to navigate google classrooms provided as required Feedback to pupils to support their understanding to improve outcomes
Laptops, internet access: Staff aware of any limitations to access the internet and suitable devices for pupils which impact on remote education provision. Suitable alternative arrangements made to limit impact of these limitations, netbooks provided to families if requested and appropriate paper copies made available.	**Outcomes:** Arrangements in place to minimise impact of remote learning, netbooks reconfigured and delivery from DFE allocation. By week 3.	**Action:** Contact made with families where engagement is not happening to try to offer support.

Vulnerable children and those without access are asked to attend school where possible		
Supporting children with additional needs Pupils with SEN including disadvantaged and vulnerable pupils have the right structures and provision in place to support remote education	**Outcomes:** Differentiated work provided if they are unable to access the work that has been set for the rest of the class.	**Action:** Oak Academy resources will be used to provided resources for children with additional needs. Teachers to contact parents to maintain communication if concerned
Monitoring Communication: School has systems for checking whether pupils are engaging with their work and contacting parents where engagement is a concern	**Outcomes:** School checks weekly whether pupils are engaging with their work and LE informed if not and teacher makes contact with parents. Feedback provided for all pupils through google classrooms or returned work packs.	**Action:** Teachers to make phone calls if any concerns around work engagement Parents are aware they contact staff anytime if need be, they have class email addresses.
Minimum Provision: School sets work that is the equivalent length of the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum Key stage 1 receive 3 hours a day minimum Key Stage 2 receive 4 hours a day minimum.	**Outcomes:** All pupils in school and at home will receive their appropriate length of lessons and a range of subjects	**Action:** Staff are aware of remote education expectations- staff meeting minutes.
Curriculum Planning: Dinting has a clear, well sequenced curricula that supports pupils both in class and remotely	**Outcomes:** The remote curriculum reflects the one taught in class with adaptations around practical activities/visits etc.	**Actions:** Review curriculum plan and modify for remote learning if required

Curriculum Delivery:	Outcomes:	Actions:
The school has a system in place to support remote learning using curriculum aligned resources. Remote education to include recorded or live, direct teaching time from the school or other educational providers and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils.	The school has a good system in place to support our remote learning Remote learning included recorded lessons, direct teaching time and time for children to complete tasks Google classrooms and zoom are used to support effective communication and accessibility for all pupils	Links provided to resources Story time by teachers Recorded lessons
Assessment and Feedback: The school has a plan in place to gauge how well pupils are progressing through the curriculum using questions and other suitable tasks	Outcomes: The school has a plan in place to gavage how well pupils are progressing and regular feedback is provided via google classrooms.	Action: Written feedback through marking work on Goggle classrooms Contact with parent to provide feedback if not accessing google classrooms.
Effective Practice: Leaders are aware of all the guidance and ensure wider teaching/school staff are aware of resources available for remote teaching.	Outcomes: Staff are aware of resources available to support remote teaching	Action: GOV.UK provides a guide to school to support the delivery of remote education, this has been shared with staff.
Staff Capability:	Outcomes:	Actions: School supported by IT technician to overcome filtering issues

Commented [ME1]:

Staff have access to the digital resources and tools they need to teach and support pupils remotely Where used, staff have appropriate training and support to use digital tools Where possible training is provided and sustained to ensure staff continue to support effective teaching remotely	Staff have access to digital resources/tools that we need to teach and support pupils remotely Mr Wilson had some training to support google classrooms that he filtered back to staff Staff are all using digital resources with varying degrees of confidence.	
Strategic Partnerships: School is sharing best practice and making best use of capacity across schools	**Outcomes:** Mr Wilson in contact with other local schools and sharing best practice	
Realistic expectations of pupils and parents Parents have clear guidance on how to support pupils at home and hoe this is aligned to remote education information required to be published on school website Pupils understand expectations on how many hours they should be learning and how to participate in remote education	**Outcomes:** Parents have clear guidance on how to support pupils. Those that struggle are able to contact school at any time to seek support Information regarding remote learning can be found on school website All children understand how they can participate in remote learning, log on and activities established in Oct 2020 ahead of any lockdown.	**Actions:** School website updated regularly Message to be passed to class teachers regarding difficulties with remote learning
School Community Events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of	**Outcomes** Pupils maintain sense of belonging through daily interaction with peers and teacher	**Action:** Pupils have daily opportunity to interact with their peers in class through the daily drop in session.

community and belonging, especially disadvantaged and SEN pupils.		Can use chat facility to ask questions etc. and teacher will reply.
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 all users can raise any safeguarding concerns in relation to remote education.	**Outcomes:** Prints are able to raise any safeguarding concern at any time School has clear safeguarding protocols in place to ensure pupils are safe School has clear reporting routes so that children, teachers and parents can raise any safeguarding concerns	**Action:** Phone calls to make contact where concerns are raised Good, clear communication with staff and parents in school
Online Safety If the school chooses to provide remote learning using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online	**Outcomes:** Online safety is taught in school and forms part of remote learning on regular basis. All staff, parents and pupils sent code of conduct for remote learning in June 2020.	**Action** Staff, parents and pupils are aware of ways to stay safe online.
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 for this who are most vulnerable	**Outcomes:** Staff are aware of potential well-being problems. They are aware to let class teachers know if there are any problems around wellbeing or mental health. Contact made with every child every week.	**Action** Staff all asked to keep time on site to a minimum to reduce anxiety caused through mixing. PPA to be carried out off site to help with internet issues.
Data Management	**Outcomes** All remote learning complies with GDPR requirements	**Action** DPIA's completed for all online platforms used.

The school has appropriate data management systems in place which comply with GDPR		All google classrooms passwords reset by pupils and not known by school
Behaviour and Attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them	**Outcomes** Same behaviour expectations apply online as in the classroom.	**Action** Children reminded of behaviour expectations regularly. Letter sent to parents outlining behaviour expectations Children not following expectations will be returned to waiting room and spoken to by Class teacher. If persistent inappropriate behaviour children will not be admitted to live sessions.