

St. Peter's C. of E. Primary School

Remote Learning Framework Action Plan



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St. Peter's C. of E. Primary School

LEADERSHIP		
Approach	Strengths	Notes
<p>Remote education plan</p> <p>1. 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>Showbie in place</p> <p>Class team approach with at least 2 members of staff</p> <p>GC in charge of IT issues</p> <p>JM in charge of overall curriculum coverage</p> <p>NG in charge of expectations for remote education</p> <p>All classes have the upgraded package</p>	<ul style="list-style-type: none"> Keep reviewing Showbie with staff
<p>2. 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>Able to offer in house places for our vulnerable children</p> <p>1 member of SLT has timetabled time to make sure all SEN children are catered for remotely</p> <p>High expectations of work similar to that in school (staff aware of home working situation of some parents)</p>	<ul style="list-style-type: none"> SLT to monitor SEN and vulnerable children
<p>Communication</p> <p>1. Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Remote learning policy is present on the school website</p> <p>Action Plan on website</p> <p>Staff aware of DfE expectations</p> <p>Policy and audit agreed with Governors</p>	
<p>Monitoring and evaluating</p> <p>1. 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>Weekly staff timetable</p> <p>Weekly staff questionnaire that looks at specific items including the well-being of children and staff</p> <p>The office keep a register of staff absences / self-isolating on SIMS</p> <p>Children's attendance is recorded on SIMS</p> <p>Really positive questionnaire that was shared with staff on remote learning</p>	<ul style="list-style-type: none"> Analyse Questionnaire

B. REMOTE EDUCATION COTEXT AND PUPIL ENGAGEMENT		
<p>1. Home environment</p> <p>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.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <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 	<p>Survey completed on IT in the home</p> <p>Support given to IT where needed including home visits</p> <p>Laptops loaned to all children who asked for one</p> <p>Ordered 9 from DfE and a further 2, end of February 2021</p> <p>Audit completed on questionnaire – vast majority of parents skilled up on IT</p>	
<p>2. Laptops, tablets and internet access</p> <p>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 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</p>	<p>Showbie allows the upload of short videos.</p> <p>Some staff are using zoom and are following the on-line safety programme whilst on zoom</p> <p>School sent parents zoom guidelines</p>	
<p>Supporting children with additional needs</p> <p>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.</p> <p>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.</p>	<p>Laptops have been offered to all families</p> <p>All EHC children are in school full time</p> <p>Children on SEN register have work planned at their level</p>	
<p>Monitoring engagement</p>	<p>All classes have daily registers about who is in school and who should be accessing Showbie</p>	

<p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>		
<p>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.</p>	<p>Activities set link into the IT ability of the age of children.</p> <p>Support given through comments section of Showbie. Telephone calls have been made in some cases to support children using remote education.</p>	
<p>C. CURRICULUM PLANNING AND DELIVERY</p>		
<p>Minimum provision 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 • Key stages 3 and 4: 5 hours a day 	<p>Questionnaire set up with one question that looks at time set each day.</p> <p>All classes are providing the minimum amount of hours.</p>	
<p>Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), 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, including those with SEND.</p>	<p>School is following their topic based curriculum as laid out on the website</p> <p>Each day there is :</p> <p>English Maths Worship</p> <p>Each week there is:</p> <p>Topic work PE PSHE</p>	

	<p>Some lessons include live lessons and short videos to explain the work</p> <p>Upgraded Showbie allows longer live lessons and longer videos</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>Showbie allows feedback on activities on a daily basis</p> <p>Staff to assess the children on their return to fully assess their progression of work set.</p>	
<p>D. CAPACITY AND CAPABILITY</p>		
<p>Effective practice</p> <p>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.</p>	<p>SLT are aware of all DfE documents and EEF documents that are supporting remote education</p>	<ul style="list-style-type: none"> •
<p>Staff capability</p> <p>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.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>All staff had training on Showbie</p> <p>All staff can book out laptops if working remotely at home if they don't have IT at home</p> <p>Staff meetings include Showbie – top tips, share expertise</p>	
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks</p>	<p>HT keeps in close contact with local HT colleagues which is a strategic partnership for all COVID aspects which includes remote education and best practice</p>	

like the EdTech Demonstrator Programme and curriculum hubs.		
E. COMMUNICATION		
<p>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.</p> <p>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).</p>	Hours expectations shared with parents and is written in policy. Parents and children are aware of these hours.	
<p>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.</p>	All classes have been offered a whole class zoom catch up session all together so they have a sense of class belonging	
F. SAFEGUARDING AND WELL-BEING		
<p>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 raise any safeguarding concerns in relation to remote education.</p>	Parents remind parents of the on-line IT policy	
<p>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.</p>	Staff are fully aware of the on-line safety policy	
<p>Wellbeing Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p>	Staff are fully trained in spotting any well being issues with the children and these are recorded on CPOMS. Annual CP training.	

<p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>HT read all CPOMS incidents. Learning mentor is alerted if required.</p> <p>LM is working with a number of children via zoom on mental health issues currently</p>	
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Up to date GDPR Policy and privacy notices.</p> <p>All available on school website and SBM keeps a record of all updates.</p>	
<p>Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Clear behaviour policy in place.</p> <p>Children aware of standards in behaviour when undertaking their remote lessons.</p>	
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