Calton Primary School

Remote Learning Framework

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.

Remote education plan:	All year groups will upload their weekly lessons on to eshchools using the same format.	To help develop your remote education plan:
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.	Work packs will be available for those children that cannot access the internet or do not have any devices at home.	RWI Oxford Owl Doodle English
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 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 year group are doing. Where possible, children with My plan will have work tailored to their targets	Doodle Maths Sway with recorded teacher PowerPoint with recorded teacher Daily live lessons with class teacher Maths Inter-rail
	EHCP pupils who are not attending school will have access to more live 1:1 lessons with a key adult	PM Benchmarking Live 1:1 Tailored interventions
	Vulnerable children will be offered a place. key worker children will as much as possible	GSSN – keeping active
	Framework in place of when to call parents following lack of contact	
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	All governors, staff, parents and carers are aware of our approach and arrangements for remote learning.	Regular communication and updates are provided with any changes to the provision. Frequent phone calls by the teachers to all

	C19 group established who will oversee remote learning	parents.
		Communication excel spreadsheet to be filled out by class teachers and saved on T drive for SLT to look at
		Newsletters to be sent to families fortnightly
		All communication sent to parents also sent to staff
		Briefings sent to staff weekly
		Regular middle meetings held by Assistant head and always followed by an SLT meeting
		Regular meetings held by Justin with Remote learning teachers.
		Fortnightly C19 minutes with remote learning as a standard agenda
		All Gov committees to have COVID as a standard agenda item
Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • understanding the impact on staff	The school has systems in place to monitor the impact of remote education. At least one non-class based class teacher	Regular communication with staff ST and DW working on attendance of 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	in school supporting the remote learning. This reduces workload for staff. All staff are aware that they can email/call JBD/SB/ER if workload is a problem. ST/JBD/SB to be made aware of any staff changes needed. Form submissions are closely monitored and combined with information we have from Live Lessons to track overall engagement of each child in home learning.	MH/RS working on attendance of children Well-being as a standard item on BSW Gov Committee and fortnightly C19 meetings Regular phase meetings to check on well-being of staff
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: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	School has adapted its 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	Laptops to be supplied to families Regular phone calls in order to support children understand their strengths and weaknesses in order to improve learning Regular phone calls in order to support children and families understand daily routines and keeping learning as close to school time as possible. Questionnaire to ascertain available devices in the family home

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 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.	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 Survey Monkey Questionnaire to be sent to parents to ascertain the level of technical devices in the family home A text to be sent to see if any families are needing to loan a laptop – assuming availability Frequent phone calls to check in with families School to use its ICT technician to support with technical difficulties and queries
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 EHCP'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.	Work where possible to be tailored to children's individual needs (My plan/EHCP). This will be emailed to the parent directly through eschools. Differentiated work to be made available for those who struggle to access on line activities. Interventions will be tailored to children

		that require it. These will be led by LP either from home or inside school. NW to communicate with parents. 1:1 live sessions. For some children this may be up to 4 live lessons a day.
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 daily whether pupils are engaging with their work and will inform parents and carers immediately where engagement is a concern Each year group provides feedback to the children through eschools and live lessons Completion of forms allows teachers to monitor work Form submissions are closely monitored and combined with information we have from Live Lessons to track overall engagement of each child in home learning.	Teachers to make frequent phone calls to check any concerns around work. Parents are aware they can contact staff in school at any time using the year group email.
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,	All pupils in school and at home will receive their appropriate length of lessons and a range of subjects	Staff are aware of remote education expectations from the government

and as a minimum: • 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		
Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. 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.	School has a clear, well sequenced curriculum for pupils in class and those working remotely. The remote curriculum is very similar to the one taught in class	RWI Oxford Owl Doodle English Doodle Maths Sway/PowerPoint with recorded teacher or mixture of the two Daily live lessons with class teacher Maths Inter-rail PM Benchmarking Live 1:1 Tailored interventions GSSN – keeping active
Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned,	The school has a good system in place to support remote learning.	Daily direct teaching from class teacher and Learning partner via Teams

| resources.

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.

The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND. | Our remote learning includes recorded lessons, direct teaching time from class teachers and LP's

School is using their own systems to support effective communication and accessibility for all pupils.

Appropraite external resources as and when to enhance the delivery of the curriculum | Sway with recorded teacher for all curriculum subjects

PowerPoint with recorded teacher for all curriculum subjects

GSSN – keeping active

Go Noodle

PowerPoint and Sway may be enhanced with additional video's through a range of videos to support learning e.g. White Rose, BBC, Oak Academy. |
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| **Assessment and feedback**

The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.

The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. | The school has a good plan in place to gauge how well all pupils are progressing.

The school provides feedback at least daily

The school provides feedback forms, quizzes and live teaching to support assessment and feedback

The school provides 1:1 assessment on a rota for RWI, Maths and Reading | Frequent phone calls – feedback to parents

Feedback from children accessed through Eschools via a daily form

Daily live feedback lessons

Quizzes for assessment
RWI, Phonics, Maths and Reading assessment on a rota for children conducted by LP |
| **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 School engaging with Remote Learning specific CPD (Paul Longden, Remote Learning for Science, DfE Live Q&A so we are up to date with the most current guidance)	GOV.UK provides a good practice guide to support schools in their delivery of remote education Continuous CPD for all staff School has dedicated VLE staff member who oversees the online learning for the year group
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. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	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 – PowerPoint, Sway	school engaging with Remote Learning specific CPD (Paul Longden, Remote Learning for Science, DfE Live Q&A so we are up to date with the most current guidance)
Strategic partnerships The school is sharing best practice and making best use of capacity across schools to	School is provided with guidance from the GSP network and the LA	Updates from GAPH, LA Covid, Primary Heads School is part of inclusion group which meet

address any known gaps.		termly Fortnightly C19 meetings school engaging with Remote Learning specific CPD (Paul Longden, Remote Learning for Science, DfE Live Q&A so we are up to date with the most current guidance)
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. 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).	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 TA when they call. Information regarding remote learning can be found on the school website Children understand how they can participate in remote learning. Senior Leader to inform pupils on the expectations on how many hours they should be learning.	Calls home School website to be updated regularly. Office staff to pass on any messages to class teachers. Website to be updated weekly Youtube videos when necessary and for updates
School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of		Daily live lessons – whole class

community and belonging, especially disadvantaged and SEND pupils.		Weekly 1:1 live sessions Some children depending on nature of need have access to more online sessions
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.	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. School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.	Frequent phone calls Calls to the office Good communication with staff in school Risk assessment in place which is reviewed fortnightly through C19 group
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	How to keep safe info sent to parent/carers in a variety of ways Online safety day 9th Feb 2021

Wellbeing	Staff are aware of potential wellbeing problems. They are aware update CPOMS if there any problems around wellbeing or mental health	Phone calls home – check ins
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.		Good communication MH/SS to call the most vulnerable
	Frequent phone calls home to the parents and child. Any child that has not been contacted within two weeks will	Regularly signposting to Mental Health and Wellbeing sites and organisations through website, eschools, facebook, newsletters
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).		
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Same rules apply as when we teach the children in school. Staff to make parents aware about any inappropriate behaviour.	Remote learning policy in place – ratified and reviewed by governors