



# **Keevil CofE Academy**

## **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.

**(EMBED)**

Areas to review	Currently in place	Development opportunities
<p><b>Remote education plan:</b></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, and is responsible for monitoring and evaluation of this.</p> <p>All year groups upload their weekly timetable and all learning resources on to the class pages on the school website – children have individual log-ins to be able to access these.</p> <p>All children have a learning pack of resources at home to support them completing live lessons and independent activities.</p> <p>Work packs are available for those children that cannot access the internet or do not have any devices at home. Families are encouraged to contact school to arrange this.</p> <p>The remote curriculum is aligned to the planned curriculum and new content is being taught.</p> <p>A breadth of subjects are being delivered via the remote curriculum.</p> <p>All children in school will be taught 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. 1-to-1 and small group 'live' interventions are also planned to support these children.</p>	<p>Develop the use of feedback through the class pages on the school website – including ensuring children and parents at home know how to find this and respond to marking.</p> <p>Explore the availability and use of other resources (eg. from Oak Academy, White Rose Maths, BBC Bitesize, Times Table Rockstars, Numbots) to supplement the remote learning offer.</p> <p>Ensure PE activities and ideas are signposted for children at home.</p>

<p><b>Communication</b></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>Remote Learning Plans are published on the school website.</p> <p>Newsletters and staff briefings are sent regularly</p> <p>Regular communication and updates are provided with any changes to the provision.</p> <p>Daily/weekly attendance registers kept for all offered live sessions – contact made with children/family if lessons are missed.</p> <p>1-to-1 live sessions offered for vulnerable learners by class teacher, class TA or ELSA.</p> <p>TAs provide feedback from intervention sessions to class teachers.</p> <p>Class teams (teachers and TAs) have weekly meetings.</p> <p>Head has weekly staff meeting with teachers.</p> <p>Head has weekly meeting with TAs.</p>	<p>Record kept of work completed by children independently and submitted via website for feedback.</p>
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<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>The school has systems in place to monitor the impact of remote education – live lesson ‘drop-ins’; parent questionnaire; monitoring of website; register of attendance; assessment data collected by teachers and TAs.</p> <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 Head if workload is a problem.</p> <p>Head has weekly staff meeting with teachers to discuss any issues.</p> <p>Head has weekly meeting with TAs.</p> <p>TAs have weekly meeting with their class teacher.</p>	<p>Manage rotas of staff in school/review this regularly</p> <p>Regular communication with staff to continue school development planning</p>
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## 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.

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<b>Areas to review</b>	Currently in place	Development opportunities
<p><b>Home environment</b></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"><li>• understanding their strengths and weaknesses to improve their learning</li><li>• how to learn from home</li><li>• how to manage their time during periods of isolation</li></ul>	<p>We have adapted our remote education provision depending on pupil's home environment, eg. providing packs of work for those with little IT</p> <p>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.</p> <p>Daily well-being and catch-up sessions for each class.</p> <p>Specific PSHE sessions delivered to help children understand their emotions and manage during lockdown.</p> <p>1-to-1 sessions with teacher, TA and ELSA provided for those children who are finding home learning challenging.</p> <p>Feedback sought from parents via on-line questionnaire to determine their views and situations.</p>	<p>Laptops to be supplied to all families who need them</p> <p>Data to be supplied to families that need it.</p> <p>1-to-1 sessions between every child and their teacher/TA</p>

<p><b>Laptops, tablets and internet access</b></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>School is making suitable alternative arrangements to minimise the impact on remote learning, eg. printing and dropping off work</p> <p>A list has been created for children that need to loan a laptop</p> <p>Devices are rapidly sought for those who are struggling to access learning from home, or individuals are invited into school to complete their learning</p>	<p>Contact made between school and home to any family who is struggling to access home learning due to lack of devices or internet connection – individual solutions to issues found</p>
<p><b>Supporting children with additional needs</b></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>Vulnerable children offered and given priority to in-school provision</p> <p>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.</p> <p>Intervention sessions provided 1-to-1 in small groups by TAs.</p> <p>Specialist intervention sessions continuing remotely – SALT and ELSA</p>	<p>Utilise Oak National Academy and other platforms to provide resources for teachers to support children with additional needs- share this with families</p> <p>SENCo to communicate regularly with children on the SEN register</p>

<p><b>Monitoring engagement</b></p> <p>The school has systems for checking whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>School checks weekly whether pupils are engaging with their work and will inform parents and carers immediately where engagement is a concern</p> <p>Daily/weekly attendance registers kept for all offered live sessions – contact made with children/family if lessons are missed.</p> <p>Teacher/TA provides feedback to the children through class pages on the school website – via private chat or through marking comments on submitted work.</p> <p>Parents are aware they can contact staff in school at any time if need be.</p>	<p>Follow up with phone calls or virtual meetings if email contact with families are not solving problems</p>
<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>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.</p> <p>Staff offer support for children and parents teaching them how to use the on-line systems used by the school (zoom; school website).</p>	<p>Support children with SEN with specific technology that addresses their learning needs.</p>

<b>Curriculum planning and delivery</b>		
<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><b>(EMBED)</b></p>		
<ul style="list-style-type: none"> <li><b>Areas to review</b></li> </ul>	Currently in place	Development opportunities
<p><b>Minimum provision</b></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"> <li>Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>Key stage 2: 4 hours a day</li> </ul>	In place	
<p><b>Curriculum planning</b></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 identical to the one taught in class</p>	<p>Develop the use of feedback via the school website</p> <p>Oak Academy and other on-line resources used to supplement the remote learning offer</p> <p>Ensure PE activities and ideas are signposted for children at home.</p>



<p><b>Curriculum delivery</b></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: live teaching via zoom; recorded teaching input from class teachers and other providers (eg, Oak Academy); independent learning tasks made by class teachers or sourced from other educational providers. Everything is shared and submitted via the school website.</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 – each pupil only has access to an individual and appropriate curriculum offer for their needs via their individual log-in to the school website.</p>	<p>Supplement with resources from Oak National Academy and other educational providers.</p> <p>Develop the live and recorded lesson offer</p>
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<p><b>Assessment and feedback</b></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 – formative assessment is made during live teaching sessions and the marking of submitted work; some formal assessments continue remotely (eg. learning and testing of key words for YR and Y1; weekly arithmetic and reasoning tests for Y5 and Y6; times table assessments for KS2 via Times Table Rockstars); recording and sharing of evaluations between teachers and TAs.</p> <p>The school provides feedback via comments on children’s submitted work and private messages through the school website.</p>	<p>Develop the use of feedback through the class pages on the school website – including ensuring children and parents at home know how to find this and respond to marking.</p>
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<b>Capacity and capability</b>		
Schools support staff to deliver high-quality remote education		
<b>(EMBED)</b>		
Areas to review	Currently in place	Development opportunities
<p><b>Effective practice</b></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>Teaching staff are aware of resources available to support remote learning – these are shared through regular staff meetings and briefings.</p>	<p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>School has access to the National College training platform – CPD opportunities through this.</p>
<p><b>Staff capability</b></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.</p> <p>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>Staff have access to the digital resources and tools that we need to teach and support pupils remotely – extra devices have been provided by Acorn.</p> <p>Staff have had some training in order to support the use of digital tools and resources – some staff members (including SENCo) act as mentors to others to provide support.</p>	<p>Continue to provide staff training and use strong staff to support those who are less experienced.</p>

<p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Staff who feel confident are able to use digital resources – zoom, school website</p> <p>Standing item on agenda for Staff and TA meetings to allow issues to be raised and solutions sought from within the team. Outside expertise used when required, eg. Acorn IT Team</p>	
<p><b>Strategic partnerships</b></p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps.</p>	<p>Teaching staff are aware of resources available to support remote learning – sharing within school and facilitated across the Trust schools.</p>	<p>Continue to provide staff training and use strong staff to support those who are less experienced.</p>

## Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

(EMBED)

Areas to review	Currently in place	Development opportunities
<p><b>Realistic expectations of pupils, parents and carers</b></p> <p>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>	<p>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.</p> <p>Information regarding remote learning can be found on the school website</p> <p>Children understand how they can participate in remote learning.</p> <p>Information and advice regularly shared within weekly newsletter</p>	<p>More calls home for families who are finding things difficult</p> <p>School website to be updated regularly.</p>
<p><b>School community events</b></p> <p>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>	<p>We provide daily live lessons; daily well-being catch-up sessions; PSHE lessons; social/fun virtual sessions; 'safe' and private chat function available for each class through the school website</p>	<p>Monitor those children who do not engage with this and encourage them to</p>

<b>Safeguarding and wellbeing</b>		
<p>Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.</p> <p><b>(EMBED)</b></p>		
<b>Areas to review</b>	<b>Currently in place</b>	<b>Development opportunities</b>
<p><b>Ensuring safety</b></p> <p>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>	<p>Parents and carers are able to raise any safeguarding concerns at any time.</p> <p>School has clear safeguarding protocols in place to ensure pupils are safe.</p> <p>School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.</p> <p>Policies and procedures available to all on the school website</p>	<p>Weekly phone calls to vulnerable families and those of concern</p>
<p><b>Online safety</b></p> <p>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>	<p>Online safety has been taught in school through the Computing and PSHE curricula to all year groups</p> <p>Parents have been signposted to resources and information to support this at home</p>	<p>Continue to promote online safety</p>

<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one particularly for those that are most vulnerable.</p>	<p>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.</p> <p>Weekly phone calls home to the parents and child if there are any concerns.</p> <p>ELSA intervention offered to those who are finding things challenging</p>	<p>Phone calls home</p> <p>Good communication</p>
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>These are in place and monitored by the Trust</p>	
<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Same rules apply as when we teach the children in school.</p> <p>Staff to make parents aware about any inappropriate behaviour.</p> <p>Specific rules and expectations for live lessons shared and re-enforced with children and parents.</p>	





