



# **Stoneydelph Primary School**

## **Remote Learning Framework Action Plan**

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

**Areas highlighted yellow are the current targets for further development**

<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><b>Actions</b></p> <p>All year groups will upload their learning daily onto Class Dojo before 9:30am. Work packs will be available for those children that cannot access the internet or do not have any devices at home. Vulnerable pupils have been given laptops.</p> <p>All children in school will be taught the same curriculum as the children at home.</p> <p>SEND pupils to be given differentiated work if they can not access the work the rest of the year group are doing.</p> <p>Most vulnerable pupils are in school and those that are not will access the remote learning.</p>	<p><b>To help develop your remote education plan:</b></p> <p>Class Dojo</p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>My Maths</p> <p>Timetable Rockstars</p> <p>Maths Mastery</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. Documents on website, new documents sent via Class Dojo and Governors aware through policy ratification and School Standards Committee Report.</p>	<p>Regular communication and updates are provided with any changes to the provision.</p> <p>Regular phone calls by the Teachers/TA's to all parents of pupils not in school.</p> <p>CB calling vulnerable children who are not in school</p>

	<p>Fortnightly communication on newsletter. Daily communication on Class Dojo</p>	<p>Communication sheet to be filled out by class teachers and returned to CB to analyse.</p> <p>Newsletters (fortnightly) and staff briefings sent regularly (at least weekly).</p>
<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.</p> <p>One team in school while the other year group team is supporting the remote learning. This reduces workload for staff. TAs all given the opportunity to work from home during the week.</p> <p>All staff are aware that they can email/call SLT if workload is a problem. Regular agenda item on the staff meeting agenda and in all staff briefing emails.</p> <p>CH/KD to be made aware of any staff absence and to manage cover in their phases when needed. EP to have oversight of staff absence and report in daily DFE register.</p>	<p>Rota in place for SLT to monitor their subject. KD/CH to monitor the remote learning in their phases. EP to oversee all remote provision</p> <p>Regular communication with staff and feedback on the learning provided using the Remote Learning Quality of Provision document.</p> <p>CB to oversee attendance</p>

<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> </ul> <p>how to manage their time during periods of isolation</p>	<p>Stoneydelph has adapted our remote education provision depending on pupil's home environment. This is in response to parent survey in November 2020.</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>Laptops to be supplied to families</p> <p>Data to be supplied to families</p> <p>Regular phone calls in order to support children understand their strengths and weaknesses in order to improve learning.</p> <p>Daily zoom calls offered in all year groups to support teaching and learning.</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</p>	<p>School has provided paper learning packs to further support remote learning for all families. These are hand delivered or collected as appropriate.</p> <p>SEN pupils have bespoke learning provided both in paper and online</p>	<p>A list has been created for children that need to borrow a laptop from the survey in November.</p> <p>All vulnerable pupils with Wifi have been provided and school is currently allocating further devices as they arrive in school. So far all families who have requested a laptop have been provided with one.</p> <p>Some families have been approached directly to offer support either with mobile data or laptop if they have Wifi.</p>

<p>are considered vulnerable and are expected to come into school.</p>		<p>Weekly phone calls include checking with families how the provided devices are being used.</p> <p>Entrust Tech support provided a support sheet for parents for using the school laptops.</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>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>Individual support for SEN pupils/parents offered by TAs</p> <p>Some 1:1 teaching support for SEN pupils being delivered in online meetings/phone calls</p>	<p>Oak National Academy provides resources for teachers to support children with additional needs.</p> <p>KD carrying out regular check in phone calls with all SEN parents.</p> <p>TA's to speak to all SEN_parents each week and bespoke work provided.</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>Class teacher checks weekly whether pupils are engaging with their work and will inform parents and carers immediately where engagement is a concern.</p> <p>Each year group provides feedback to the children either on Class Dojo or through returning work packs.</p>	<p>TA's to make weekly phone calls to check any concerns around work.</p> <p>Parents are aware they can contact staff in school at any time if need be Regular reminders on Class Dojo and newsletter.</p>

<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>	<p>All pupils in school and at home will receive their appropriate length of lessons and a range of subjects</p>	<p>Staff are aware of remote education expectations from the government, overview remote education overview and policy. Government guidance sent to staff and regular updates to be given when guidance changes.</p> <p>Staff to use the Remote Learning Quality of Provision document to self-evaluate their provision. Subject leaders to use this to support teaching and learning.</p>
<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>School has a clear, well sequenced curriculum for pupils in class and those working remotely using Maths Mastery, Read Write Inc and Cornerstones Maestro in line with usual planning for Spring Term.</p> <p>The remote curriculum reflects the one taught in class.</p>	<p>These online tools are all used to support teaching and learning in school and remotely</p> <p>Class Dojo</p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>Timetable Rockstars</p> <p>My Mastery</p> <p>BBC</p>
<p><b>Curriculum delivery</b></p>	<p>The school has a good system in place to support our remote learning including teaching videos, paper worksheets, PowerPoints and educational programmes.</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>Our remote learning includes 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>Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.</p> <p>Recorded lessons</p> <p>White Rose Maths video's</p> <p>Story time by our teachers</p> <p>Recorded Science lessons by our teachers</p> <p>Live Zoom sessions for lessons/assemblies/storytime</p> <p>Zoom sessions for PLP work, SALT, hearing pupils read</p>
<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. The school provides feedback, at least weekly using Class Dojo or written feedback on pupils' work. Remote learning team working from home respond to pupils learning during the day. AFL is used for future taching and learning as a result of this feedback</p>	<p>Weekly phone calls – feedback to parents</p> <p>Class Dojo – feedback to the children</p> <p>Written feedback to children through marking their work packs/jotters</p> <p>Systematic approach to how pupils are progressing to be developed by end of Spring 1.</p>

<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</p> <p>Updated guidance forwarded to staff via email or documents saved on shared drive.</p>	<p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</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>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Staff have access to the digital resources and tools that we need to teach and support pupils remotely.</p> <p>Staff have had some training in order to support the use of digital tools and resources.</p> <p>Staff who feel confident are able to use digital resources e.g Class Dojo</p>	<p>Teacher laptops to arrive mid-January</p> <p>Ongoing training to take place during staff meetings.</p> <p>SLT to support individual staff as a result of monitoring using the Remote Learning Quality of Provision document.</p> <p>Subject leaders to attend training on Maths, SEND, EYFS, English and Science during Spring 1</p> <p>Y2 and 6 teachers to attend online training for assessment and moderation during Spring 2.</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>Remote Learning Quality of Provision document shared across CAT</p> <p>HT forum sharing ideas and fortnightly HT link meetings share good practise.</p>	<p>Headteachers Strategic Forum updates provided to schools</p> <p>CST advice and research forwarded to Headteachers</p>
<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 via Class Dojo or phone call at any time during the school day or tell the Teacher/TA 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 regular reminders to staff.</p> <p>EP to inform parents/pupils on the expectations on how many hours they should be learning vis Remote Learning Policy and regular reminders on Class Dojo and newsletter.</p>	<p>Calls home</p> <p>School website to be updated regularly.</p> <p>Fortnightly reminders in newsletter</p> <p>At least twice a week reminders via class dojo</p> <p>Office staff to pass on any messages to class teachers.</p> <p>Website to be updated weekly</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive</p>	<p>Daily Zoom storytime in EYFS and KS1</p>	

<p>lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>Daily Zoom maths lessons in Y5/6</p> <p>Weekly Zoom catch-ups in Y3/4</p> <p>Twice weekly Zoom assemblies</p>	<p>Parents invited to attend Achievers assemblies on Fridays for all pupils who have won awards.</p> <p>Governors attend assemblies via Zoom</p> <p>Governor link meetings with pupils and staff to be organised for Spring 2</p>
<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>All staff trained in using MyConcern which can be accessed at home and at school to log safeguarding concerns.</p> <p>School has clear safeguarding protocols in place to ensure pupils are safe with regular policy review in January, Child Protection Policy addendum added and Behaviour Policy appendix in light of Lockdown January 2021.</p> <p>School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.</p>	<p>Weekly phone calls home</p> <p>Good communication with staff in school via Dojo</p> <p>Regular reminders of expectations in staff meetings and email briefings</p> <p>EP/CB communicate regularly with social workers and other outside agencies</p> <p>CB gather information on welfare calls/checks and report concerns to EP for further follow up.</p>
<p><b>Online safety</b></p> <p>If the school chooses to provide remote education using live streaming and pre-</p>	<p>Online safety has been taught in school</p>	

<p>recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Zoom guidelines given to all parents and staff</p> <p>Child Protection Policy addendum to cover live teaching</p> <p>Behaviour Policy appendix to cover behaviour during live teaching</p>	<p>Safer Internet Day 9<sup>th</sup> Feb – theme for learning during the week</p> <p>Y5/6 pupils take part in weekly online safety lessons with Fire Service</p> <p>Staff vigilance during live lessons with 2 members of staff always present.</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 EP know if there are any problems around wellbeing or mental health.</p> <p>Weekly phone calls home to the parents and child. Any child that has not been contacted within two weeks will have further contact from EP/home visit. Support from ESAS if no contact following this point.</p>	<p>Phone calls home</p> <p>Good communication</p> <p>CB/class teacher/TA to make weekly (at least) contact with all families and maintain a log of contact. CB to analyse this weekly and report to EP.</p> <p>If no contact made after repeated attempts after 2 week, Child Missing in Education procedure to be followed.</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>Usual procedures followed for GDP using Class Dojo – parents consent to data sharing and use of the communication system</p> <p>Parents to be contacted via secure email methods eg: bcc for group emails</p>	<p>DIPA to be explored for use of online/live teaching</p>

	Parent Pay to be used for parent texting and privacy notice in place for this with parent consent to data sharing	
<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. Staff to make parents aware about any inappropriate behaviour. Behaviour Policy in place.</p> <p>Appendix to Behaviour Policy to include use of online lessons eg: Zoom and access to Remote Learning.</p>	

