

**Moulsecoomb Primary School**

**Remote Learning Framework 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.**

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| **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.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.  | EYFS and KS1 children will access daily activities uploaded onto Tapestry.All year groups in KS2 will meet daily with their teacher through Google classroom for register and catch up about the days learning. Work will be uploaded onto Google classroom for children to access and complete.Work packs will be available from the school office 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 and join the daily register time on Google classroom. SEND pupils to be given differentiated work if they cannot access the work the rest of the year group are doing.  | **To help develop your remote education plan:** TapestryGoogle classroomWhite Rose Maths Scholastic ProTimetable RockstarsNumbots Oak Academy |
| **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.DHT delivered Remote learning presentation at FGBMRegular phone calls by the Teachers to all parents.LDe and LTi calling vulnerable children Any communication to be recorded on CPOMS. Newsletters and staff briefings sent regularlyHome learning page and information on Website updated regularly |
| **Monitoring and evaluating** The school has systems in place to monitor the impact of remote education. This includes:* 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
 | The school has systems in place to monitor the impact of remote education. One team in school while the other Class teachers’ group is supporting the remote learning. This reduces workload for staff.All staff are aware that they can email/call SLT if workload is a problem.SLT to be made aware of any staff changes needed. Regular SLT, MLT meetings in placeWeekly staff catch up in placeWhat’s Ap groups for each pod and remote learning, | Rotas in placeRegular communication with staffLDe, LTi and AB (Attendance officer) working on attendance at home. Information recorded on CPOMS.  |

| **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
 | Moulsecoomb Primary has adapted our 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 and internet access.Paper work resources, as well as stationary- including, pencils, paper and art resources for those that don’t have access to this at home. | Laptops to be supplied to familiesData to be supplied to familiesRegular phone calls from teachers and Safeguarding /Welfare lead (LD) to support children understand their strengths and weaknesses and thus improve their learning.Packs of resources kept in office for parents to collect. |
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| **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. Packs of work also be provided for children who are struggling to access on-line learning | A list has been created for children that have a school laptop / chrome book on loan Class Teachers, SENDCO and DDSGL are in weekly communication with families and are checking to see if any need to loan a laptop and dongle.Teachers will phone and talk Parents/pupils through how to get onto remote learning platforms Packs of resources kept in office for parents to collect. |
| **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 IEP’s (All about Me’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.  | Teachers are providing differentiated tasks for children with SEND both through remote learning and paper actives for parents to collect from school office.Specialist teacher is supporting teachers in providing online activities and packs of work for SEND children and planning as well as running a Nurture Pod in school.LTi and LDe are communicating with parents of Vulnerable children and children with EHCP’s regularly and tracking class teacher contact with these children.(LTi and LDe monitoring attendance of these in Children in our Keyworker/Vulnerable/Nurture pods as well as school office).Teachers speaking to parents each week |
| **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 weekly whether pupils are engaging with their work and will inform parents and carers immediately where engagement is a concernEach year group provides feedback on work completed to the children either on Google classroom, email or through returning work packs | Teachers to make weekly phone calls to check any concerns around work or engagement. This is followed up by SLT and DDSGL if no contact or improvement made.Parents are aware they can contact staff in school at any time if need be. |

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| **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:* 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
 | 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  |
| **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 similar to the one taught in class through:ReadingDaily maths lessonDaily English lessonDaily topic lesson | TapestryGoogle classroomScholastic ProWhite Rose Maths LexiaTimetable RockstarsPhonics HeroOak Academy |
| **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 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. | The school has a good system in place to support our remote learning. Our remote learning includes recorded lessons, direct teaching time and time for children to complete the tasks, printed packs. School is using Tapestry, Google classroom and email to support effective communication and accessibility for all pupils. | Recorded lessonsEYFS and KS1Recorded lessons for a range of subjects and links to White Rose Maths videos and phonics videosKS2 Live daily meetingsRecorded lessonsLive meetings for support when neededWhite rose recorded lessons.Recorded Story time by our teachers |
| **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 weekly using Tapestry or Google classroom or written feedback on pupils’ work. | Weekly phone calls – feedback to parentsTapestry and Google classroom – feedback to the children on work submitted. |

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| Effective practiceSenior 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 | GOV.UK provides a [good practice guide](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision) to support schools in their delivery of remote education. |
| **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 training in order to support the use of digital tools and resources. | Staff have had training on using our chosen platforms for remote learning.Where staff have not got the digital resources to support remote learning the school has provided it. |
| **Strategic partnerships**The school is sharing best practice and making best use of capacity across schools to address any known gaps. |  | Schools in APPL Partnership |
| **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 let the teacher know during contact phone calls.Information regarding remote learning and logging on tutorials can be found on the school websiteChildren understand how they can participate in remote learning. Teachers inform pupils on the expectations on how many hours they should be learning or how long a task should take. | Daily Google meetsSchool website to be updated regularly. Office staff, LDe, LTi to pass on any messages to class teachers. |
| **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. | Teachers and class meet daily through Google classroom for a 9am register and fun activity before explaining the lessons for that day. | Google classroom |
| **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. | Follow up phone calls from Teachers if a child has not joined for Daily register.Calls to parent from LD (DDSGL/ Welfare officer) if teacher unable to contact pupil.Calls to the officeGood communication with staff in schoolAll communication recorded on CPOMS and all relevant staff copied in to record. |
| **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 schoolStaff are familiar with schools E safety policy and On-line safety section in Remote Learning policy | E safety section in Remote learning policyE-Safety information page regularly updated on WebsiteInformation sent out to parents via ping and Schools Face book page |
| **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 particularly for those that are most vulnerable. | Staff are aware of potential wellbeing problems. They are aware to let the class teacher or LDe know if there are any problems around wellbeing or mental health. Weekly phone calls home to the parents and child. Staff to follow the ‘Remote learning engagement’ flow chart when a child is not engaging or cannot be contacted. | Phone calls homeGood communication – concerns recorded on CPOMS LDe to call the most vulnerable once a week as well as the class teacher, if the child is not attending one our Pods |
| **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.  |  |