



Remote Learning Framework review

Dilton Marsh CEVC Primary School 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.

| Areas to review | Currently in place | Development opportunities |
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| <p>Remote education plan:</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. The headteacher monitors the quality of teaching and learning through regular 'drop in' observations in TEAMS sessions and review of assignments in class groups.</p> <p>All year groups upload their weekly timetable on to their class Teams groups</p> <p>Work packs are available for all children upon request.</p> <p>The remote curriculum is aligned to the planned curriculum and new content is being taught.</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. Along side this targeted</p> | <p>Develop the use of feedback in TEAMS</p> <p>Develop methods for children to share their learning with teachers and with their peers</p> <p>Oak Academy to supplement the remote learning offer</p> |

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| | interventions are in place for all children with a Support Plan. They will receive 1:1 or small group live sessions at least weekly. | |
| 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. Newsletters and staff briefings are sent regularly Regular communication and updates are provided with any changes to the provision. Parents can contact their child's teacher directly through the class email. | Calling vulnerable children weekly Regular phone calls by the support staff to all parents Communication sheet to be filled out by class teachers and returned for analysis |
| Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: <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 | The school has systems in place to monitor the impact of remote education. Children in school are accessing the work set by the teacher, thus managing workload. All staff are aware that they can email/call SLT if workload is a problem. | Manage rotas of staff in school/review this regularly Regular communication with staff to continue school development planning |

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| school respond to changing contexts | | |
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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.

| Areas to review | Currently in place | Development opportunities |
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| <p>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 <p>how to manage their time during periods of isolation</p> | <p>We have adapted our remote education provision depending on pupil's home environment.</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>Parents who have concerns are contacted as soon as possible to offer support</p> <p>Where families are struggling with the home learning and the child is deemed vulnerable the school will offer limited in school support.</p> | <p>Laptops and dongles to be supplied to all families who need them</p> <p>Data to be supplied to families that need it – through DfE scheme</p> <p>Regular phone calls in order to support children understand their strengths and weaknesses in order to improve learning</p> |
| <p>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</p> | <p>School is making suitable alternative arrangements to minimise the impact on remote learning.</p> | <p>Monitoring of attendance highlights where there are difficulties with on-line access. Parents will be contacted in order to support.</p> |

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| 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. | Where it is not possible for a child to join live lessons on line teachers will make contact to go over new learning. | |
| 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. | Where appropriate children on the code of practice will be receiving differentiated work if they are unable to access the work that has been set for the rest of the class. Children who are in school will continue to receive regular intervention to meet their personal targets. | SENCo to monitor curriculum offer for children on the SEN register through discussion with class teacher and contact with parents where appropriate. Weekly on-line live teaching delivered by Teaching assistant or teacher to introduce and monitor intervention. |
| Monitoring engagement The school has systems for checking whether pupils are engaging with their work, | School checks weekly whether pupils are engaging with their work and will inform parents and carers immediately where engagement is a concern | Staff to make weekly phone calls to check any concerns around work when necessary. |

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| and informs parents and carers immediately where engagement is a concern. | Each year group provides feedback to the children either on TEAMS or through returning work packs | Ensure parents are aware they can contact staff in school at any time if need be. |
| 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. | 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. | Support children with SEN with specific technology that addresses their learning needs. |

| Curriculum planning and delivery | | |
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| 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. | | |
| • Areas to review | Currently in place | Development opportunities |
| 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: <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 | In place | |
| 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. | The school has a clear, well sequenced curriculum for pupils in class and those working remotely. The remote curriculum is aligned to the one taught in class | Develop the use of feedback in Seesaw |
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| <p>Curriculum delivery</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 use of TEAMS assignments, Loom to record learning and other programmes such as BBC learning and Timetables Rockstars.</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.</p> | <p>Develop the recorded lesson offer</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>The school has a good plan in place to gauge how well all pupils are progressing.</p> <p>The school provides feedback, at least weekly using TEAMS or written feedback on pupils' work.</p> <p>Those children in school receive regular verbal feedback alongside the written feedback.</p> | <p>Develop the use of feedback in TEAMS</p> |

| Capacity and capability | | |
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| Schools support staff to deliver high-quality remote education | | |
| Areas to review | Currently in place | Development opportunities |
| 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 leaders and specific subject leaders regularly update staff with new developments or resources available. | GOV.UK provides a good practice guide 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 | 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 | Continue to provide staff training and use strong staff to support those who are less experienced. |

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| continue to support effective teaching practice remotely. | | |
| Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps. | Teaching staff are aware of resources available to support remote learning | Continue to provide staff training and use strong staff to support those who are less experienced. |
| Communication The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties. | | |
| Areas to review | Currently in place | Development opportunities |
| 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 member of support staff when they call. Information regarding remote learning can be found on the school website Children understand how they can participate in remote learning. | More calls home School website to be updated regularly. |

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| 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. | We provide live lessons, story time, whole school challenges (e.g. the Story telling competitions) | Monitor those children who do not engage with this and encourage them to |
| Safeguarding and wellbeing Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing. | | |
| Areas to review | Currently in place | Development opportunities |
| 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. | Inform children at the end of each live lesson that they can stay on if they want to talk to the teacher privately or if they have any concerns. Calls to the office |
| Online safety If the school chooses to provide remote education using live streaming and pre- | Online safety has been taught in school | Continue to promote online safety |

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| recorded videos, teachers understand how to keep children safe whilst they are online. | | |
| 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 SENCo, DSL and know if there are any problems around wellbeing or mental health. They know that they should continue to complete Concern forms to report to appropriate member of staff Weekly phone calls home to the parents and child. | Phone calls home Good communication Reminders in newsletter indicating where parents and children can go to for support, both in school and in other agencies. |
| Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | These are in place and monitored by the Trust | |
| 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. | |