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| **School Improvement Priority: To successfully implement Remote Learning across school (INTENT)** | | | | | | | |
| **Key Actions: (IMPLEMENTATION)** | | | | **Outcomes: (IMPACT)** | | | |
| Action 1: To audit the present situation for the needs of devices for families relating to the needs of the children. To put in bids to a range of providers to support this. | | | | Children/families needs identified and appropriate devices allocated. Parents confident in how to engage with devices to support children’s learning.  All children and families had access to devices and support from children’s class teachers and Computing Lead. In areas where broadband access intermittent dongles were available. Computing Lead was pro-active and supportive with all parents in determining their needs and class teachers then supported parents and children with work. | | | |
| Action 2: Staff to discuss a range of home learning online programmes to assess effectiveness based on the needs of our children and parents. Expertise of staff who use it with own children to be explored. Networking with other schools for feedback. (Preston Primary, Hemlington Hall, Nunthorpe Academy) | | | | Children, Parents and school work together to ensure effective learning through paper-based activities and online-platforms which can be evidenced.  There was a strong partnership between school and parents in determining the best course of action for their children to access work. Whether work was paper based or digital, the children accessed differentiated work to meet their needs. English and Maths were key priorities with activities linked to topic work which also included activities to support emotional mental health and wellbeing. | | | |
| Action 3: Schedules of work for each year group to be organised based on national curriculum requirements and differentiated to meet needs of children. | | | | All staff set up agreed schedules with parents in order to establish clear routines for the children with respect to their work and this can be evidenced.  Work was set daily on Seesaw, with the same structure each day so that parents could easily navigate with clear expectations. All work sent on Seesaw can be seen on children’s individual journals. From feedback during phone calls they liked having that clear routine. | | | |
| Action 4: To ensure appropriate remote learning is available for children identified with SEND | | | | The needs of SEND children would be identified and discussion with parents set up and agreed.  All children had worked planned for them which was appropriate to their individual needs, particularly children with EHCPs. Parents were involved and supported this and work on Seesaw can evidence this. In consultation with parents of the 3 children with EHCPs 2 children were in school on a part-time basis and 1 child did not attend. This was the wishes of the 3 parents and school worked closely with all 3 children to ensure their academic, emotional needs were met and that families were supported.  Regular phone calls were made to all parents to ensure the work set was meeting their child’s needs, ensuring the format was accessible and if they needed any extra support. We had positive feedback during phone calls that the work was appropriate. | | | |
| Action 5: All aspects of safeguarding to be assessed ie online safety, parents role in monitoring this, outline of responsibilities, | | | | Safeguarding to be key area for monitoring and support.  The Computing Lead was instrumental in ensuring parents were clear about their role and this was discussed when devices and home school agreements were set up initially through face to face interviews/home visits (socially distanced). From that regular updates were sent out or placed on the school web-site if any inappropriate programmes were being introduced both locally and nationally. All staff were monitoring the use of the devices and Smoothwall was key to keeping children safe. | | | |
| Action 6: To produce plan, policy in agreement with governors and implement it effectively. | | | | Plan implemented effectively in line with policy and reviewed regularly for impact.  Policy and plan discussed and agreed by all staff/governors January 2021. | | | |
| **By:** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| A1 | Audit of ICT resources completed. | In light of audit bids for laptops to be put in.  8 laptops allocated from DfE.  11 Laptops set up to interactive whiteboards to support remote learning/home learning. | 19 laptops loaned from LA. (13/11/21)  13 new iPads loaned from DfE .(11/1/21)  Bid put to Teesside Charity for further 8 iPads purchase, (20/1/21) £2,000  3 Amazon Kindles donated to support reading | | Purchase of Kindles to support children’s reading. Access to a range of free digital reading i.e. Oxford Owls, e-Collins | Review of use of resources with families/children once school has fully opened. Further resource audit to assess needs and costing.  8 further iPads purchased so now all KS2 have access to their own device should lockdown/self-isolation occur. | Remote Learning Plan reviewed and findings to inform SIP 2021/2022  Completed by J Orridge/  N Caraher June 21st 2021 |
| A2 | Staff to trial and discuss options for online programmes for home learning | Agreement made for the use of Seesaw and 6 children (siblings) chosen to trial it from EY/lower KS2. (NC/AC) | Staff developing Seesaw ready to be rolled out. (25/1/21). All parents enrolled and supported to use the programme,  Staff meeting to review implementation 27/1/21 | | Review of Seesaw and audit of use and effectiveness across school 24/2/21  Across school:  86% 65/76 children engaged with Seesaw.  43% 33/76 children engaged with weekly reading and return of books (this does not include e-books)  50% 38/76 engaged with works completed and returned  48% 27/56 engaged with Zoom calls  Presentation to govs on its use and effectiveness 10/3/21 Mentioned in HT Report and Governor updates (fortnightly) but not in HT meeting as only returned to school 8/3/21  Feedback from parents/children on the use of Seesaw See Parent/Child See Returns | Development of Seesaw to incorporate foundation subjects effectively???  Feedback from parents/ staff and children is very positive.  Seesaw is an effective and efficient way to evidence foundation subjects e.g. art collage Class 4, posting postcards and trip to the River Tees.  Feedback from parents is positive and it has opened a two way dialogue between parents and class teachers. | Children are given the option to return homework, which 25% of children in school do. Work and learning is regularly uploaded this ranges from videos and photos of ducklings in EY, weekly spelling results in Class 3 and art work and bug hotels in Class 4.  Further feedback about Seesaw going forward wil be sought during parent consultation week this term. (See Parents Comments) |
| A3 |  |  | Development of daily schedules for English and Maths linked to national curriculum requirements. Work differentiated to meet children’s needs. | | Review of schedules for daily use/homework/catch up interventions.  Weekly Maths and spellings and termly topic work are set with the children having the option to return via Seesaw. 25% of the children are opting to return their work in this format. |  | No of times pupils/families have engaged with Seesaw from its introduction:  Nursery – 359  Class 1 – 669  Class 2 -1,045  Class 3- 869  Class 4 - 525 |
| A4 |  |  | Requirements of SEND children identified and appropriate resources used to identify and support individual needs, particularly those with EHCP | | Agreed schedules in order to secure catch up for identified children.  Relevant CPD to support this for SEND Co/DH/Key Stage Leaders. |  |  |
| A5 |  |  | Parents’ loan agreements sent out with laptops/iPads reminding of responsibilities and monitoring of children.  Home-school agreement to be sent out to outline roles/responsibilities of school/parents.  All home agreements signed and put in place.  Children informed regularly of online-safety through a range of activities/subjects i.e. PHSE in order to ensure they are clear on how to stay safe and actions to take where necessary  Internet Safety Week 9/2/21 | | Children informed regularly of online-safety through a range of activities/subjects i.e. PHSE in order to ensure they are clear on how to stay safe and actions to take where necessary  Return to school 8th March 2021. | Children informed regularly of online-safety through a range of activities/subjects i.e. PHSE in order to ensure they are clear on how to stay safe and actions to take where necessary |  |
| A6 |  | First draft of Remote Learning Policy and Remote Home Learning Policy. | Review of draft policies to ensure they reflect all areas being implemented.  Policies to be put on school web-site as requested by DfE 25/1/21  Agreed by all staff/ govs Jan 2021 | | Plan followed and implemented effectively.  (All staff) | Plan followed and implemented effectively.  (All staff) | Review of policy, plan and outcomes discussed and this will inform SIP Remote Learning Plan 2021/22. |
| Costings for resources: £110 for basic package for Seesaw app in 2021 and a further £534 for the full curriculum package in 21/22. | | | | | | | |
| CPD: Networking with other schools. | | | | | | | |
| IMPACT: It is felt that school has made good steps towards implementing all aspects of remote education across school. Digital remote learning has been promoted through ensuring devices are available for all children during the lockdown period. Due to this having such a positive impact KS2 children now have access to their own iPad to support learning in the classroom. This has received positive feedback from parents e.g. three parents asked for feedback about how their child was doing in their spellings tests so all children in Class 3 photograph their weekly spelling test so that their parents can see both the score and any incorrect spellings. , A review of access to broadband can still be an issue for some families. Teachers are now using Seesaw for a range of homework activities and to ensure parents are still involved with their child’s learning. The main focus continues to be English and Maths and teachers are confident with this but it is now being further developed into other areas of the curriculum. Networking with another school (Preston Primary, part of Lingfield Academy) has been of great benefit to the school as they shared areas of learning which had worked well and it was great to see how it had developed. Staff supported each other so there was a whole school approach to its introduction to for parents/children. An audit of the provision will be completed at the end of the summer term and any findings will inform the next plan 2021/22 to ensure this area continues to support children’s learning effectively.  Areas in red show completed actions | | | | | | | |