



# **Park Road Community 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.**

<b>Remote education plan: Intent</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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>All year groups will upload their weekly timetable on to the class page on SeeSaw with a message explaining the work for the week and a motivational message. This may be text or a video message.</p> <p>Daily live sessions at start of the day to explain the day's learning.</p> <p>Work packs will be available for those children that cannot access the internet or do not have any devices at home. These are produced to be collected fortnightly.</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 cannot access the work the rest of the year group are doing.</p>	<p>Seesaw</p> <p>Google Suite for Education</p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>Classroom Secrets</p> <p>Purple Mash</p> <p>TT Rockstars</p> <p>Bug Club</p>
<b>Communication</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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>We share these with families via SeeSaw and our website.</p> <p>Governors are given regular written updates.</p>	<p>Regular communication and updates are provided with any changes to the provision.</p> <p>Regular phone calls by pastoral staff, teaching and class staff, Senco, Senior Leaders to families, parents.</p>

		<p>KW, Early Help/Pastoral Lead calling vulnerable children weekly.</p> <p>Staff briefings held twice weekly</p> <p>Staff live meetings</p> <p>CPOMs for safeguarding concerns</p>
<b>Monitoring and evaluating</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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.</p> <p>All staff are aware that they can email/call HT if workload is a problem.</p> <p>HT to be made aware of any staff changes needed.</p>	<p>Consistent rota in place that gives all staff 9 days away from school in between on-site working requirements</p> <p>Regular communication with staff – twice weekly briefings (remote) and one staff meeting p.w. – remote. Staff WhatsApp groups established for communication and also for support and wellbeing.</p> <p>Staff working from home where this is possible i.e. Office staff working on attendance.</p> <p>HT working on site- DSL.</p>

Home environment	Action	To help develop our remote education plan we will/use:
<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.</p> <p>Pupils who might lack digital access to support the remote education provision will be supported by school by providing them with a Chromebook or hard copy packs if this supports the family needs better.</p>	<p>Laptops to be supplied to families</p> <p>Hard copy packs to be supplied to families</p> <p>Daily morning live 'briefing/catch up' sessions for all classes to ensure children understand learning tasks for the day and to have 'live' contact with teachers, staff and peers.</p> <p>Regular feedback sessions at end of week/day to give feedback on learning and support children to understand strengths in learning and next steps.</p> <p>Regular phone calls for children or families in need of additional support/vulnerable/less engaged.</p>
Laptops, tablets and internet access	Action	To help develop our remote education plan we will/use:
<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 has made suitable alternative arrangements to minimise the impact on remote learning; we offer devices to support or hard copy packs of learning to be collected by arrangement once a fortnight.</p>	<p>A list has been created for children that need to loan a Chromebook.</p> <p>A survey has been undertaken to see if any families are needing to loan a device or need internet support.</p> <p>Phone calls by the senior leaders/pastoral staff and class teachers to those families who indicate they need this support. Follow up calls made.</p>

<b>Supporting children with additional needs</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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 OPPs 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>ILN provides resources for teachers to support children with additional needs. All teachers have access to this site.</p> <p>Senco/Pastoral team/SLs are communicating with parents of vulnerable pupils and those with SEND.</p> <p>Class teachers speak to families of children who are not engaged. Some children will have weekly calls from class teachers. Some families will have weekly calls from pastoral staff.</p>
<b>Monitoring engagement</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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 daily whether pupils are engaging with their work and will inform parents and carers immediately where engagement is a concern – at least weekly.</p> <p>Each year group provides feedback to the children either on Seesaw or through daily live meet sessions</p>	<p>Class teachers to make weekly phone calls to check any concerns around work. Pastoral staff or SLs to make calls if appropriate.</p> <p>Parents are aware they can contact staff in school at any time if need to, via SeeSaw private message, school email or phone calls.</p>

Minimum provision	Action	To help develop our remote education plan we will/use:
<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> <li>• Key stages 3 and 4: 5 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</p>
Curriculum planning	Action	To help develop our remote education plan we will/use:
<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.</p> <p>The remote curriculum is very similar to the one taught in class</p>	<p>Learning will be enhanced and supported by</p> <p>Seesaw</p> <p>Google Suite for Education</p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>Clasroom Secrets</p> <p>Bug Club</p> <p>Purple Mash</p> <p>Timetable Rockstars</p>

<b>Curriculum delivery</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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 digital platforms 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.</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>Some learning will be supported through live sessions and daily morning live sessions will be given to support children in understanding the day's learning.</p> <p>Live sessions will also be held to give and receive feedback.</p> <p>School is using their own systems to support effective communication and accessibility for all pupils.</p>	<p>Live sessions from all class teachers</p> <p>Recorded lessons from year group teachers</p> <p>White Rose Maths videos</p> <p>Oak Academy lessons</p> <p>Story time by our teachers</p> <p>Learning on Google Classroom</p>
<b>Assessment and feedback</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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, daily using SEESAW via video, recorded oral or written feedback on pupils' work. In addition, at least weekly feedback live sessions are held. This may be an opportunity to give whole class feedback about a task.</p>	<p>SEESAW – feedback to the children</p> <p>Google classroom</p> <p>Direct private and individual messages to parents/families</p> <p>Written feedback to children through marking their work</p>

<b>Effective practice</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>EEF toolkits</p>
<b>Staff capability</b>	<b>Action</b>	
<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 training over an extended period of time in order to support the use of digital tools and resources. This offer has been in place prior to school closures.</p> <p>Staff are confident in using digital resources e.g SEESAW, Google Classroom</p>	



<b>Strategic partnerships</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<p>The school is sharing best practice and making best use of capacity across schools to address any known gaps.</p>	<p>School works closely in partnership with other MAT schools. We have supported the development of SeeSaw across the MAT and school's Remote Learning Lead is leading training across the MAT to develop this as the consistent primary school platform.</p> <p>School also works closely with LA offer and model and engages with professional dialogues around remote learning with other schools.</p>	
<b>Realistic expectations of pupils, parents and carers</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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 Teacher/staff member when they call.</p> <p>Information regarding remote learning can be found on the school website as well as regularly posted on SeeSaw.</p> <p>Guidance is shared as it is received and helpful additional guidance and information to support parents/families in supporting their children when learning at home regularly shared.</p>	<p>Calls home</p> <p>School website to be updated regularly.</p> <p>Office staff to pass on any messages to class teachers.</p> <p>Website to be updated weekly</p>

	<p>Children understand how they can participate in remote learning.</p> <p>Class teacher to inform pupils on the expectations on how many hours they should be learning via SS and live sessions.</p>	
<b>School community events</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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>Daily live sessions for each class at the start of the day. These are pastoral in focus. Learning on SS is interactive and include whole school, class as well as individual interaction.</p> <p>Weekly assemblies recorded and uploaded to SS.</p> <p>Weekly assemblies recorded by HT and uploaded.</p> <p>Community engagement opportunities i.e. Pet of the Week</p>	
<b>Ensuring safety</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<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</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>Weekly phone calls</p> <p>Calls to the office</p> <p>Good communication with staff in school</p>

raise any safeguarding concerns in relation to remote education.	School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.	CPOMs reporting tool in place
<b>Online safety</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
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 school, children are regularly reminded whilst working at home and guidance uploaded to remind families how to support children to remain safe.	
<b>Wellbeing</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
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 EHL/Senco/HT know if there are any problems around wellbeing or mental health.  Weekly phone calls home to the parents and child.  Some children will receive weekly calls from their class teacher and/or school's Pastoral lead.	Phone calls home  Good communication  KW-Early Help Lead- to call the most vulnerable children once a week.

<b>Data management</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>		
<b>Behaviour and attitude</b>	<b>Action</b>	<b>To help develop our remote education plan we will/use:</b>
<p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Children are explicitly reminded during live sessions and when posting work/comments about expectations and behaviours; that the same rules apply as when we teach the children in school.</p> <p>Staff to make parents aware about any inappropriate behaviour where necessary.</p> <p>SL to contact parent if this persists and to work with families to ensure expectations are met.</p>	