



St Francis RC Primary School

Remote Learning Framework Action Plan

January 2021

Based on DFE Remote Learning Guidance and Template.

<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>Plan prepared and on website – October 2020</p> <p>We will use Class Dojo as the main remote learning tool. All children have an account. A daily timetable will be provided for parents as well as advice on supporting their children at home. These timetables will not specify times of the day for children to do activities as we recognise that this is not always appropriate for every household. Instead it will outline work to be covered that day eg</p> <p>Monday English – writing – non fiction letter Maths – 3d Shape Quiet reading 10 mins TT Rockstars 10 mins spellings History – Changes in living memory – music – Oak National Academy</p> <p>Details and support materials for each task will be posted daily</p> <p>Teachers will post tasks each day – the tasks will follow the school curriculum as far as possible. We will amend the yearly overview and topics covered to ensure that topics delivered are the best suited for remote learning.</p>	<p>To help develop your remote education plan:</p> <p>We will use a range of online resources including:</p> <p>Class Dojo</p> <p>Google Classrooms – Meet function</p> <p>Oak Academy</p> <p>White Rose Maths videos</p> <p>Pobble</p> <p>Oxford Owl</p> <p>Epic Reading</p> <p>Discovery Learning</p> <p>Ed Shed inc Spelling Shed</p> <p>Timetable Rockstars</p> <p>The Write Stuff live teaching videos</p> <p>Loom</p>
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	<p>Teachers will use a range of tools to support children working at home such as filming short video explanations using the video function in class Dojo, Loom and recording over Powerpoints</p> <p>General work packs will be available for those children that cannot access the internet or do not have any devices at home. The packs will also contain any vital worksheets that children may be asked to use as we cannot presume that families have access to printing at home.</p> <p>Teachers will prepare individual work packs for those children struggling to access the online work at home due to needing more support</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>Communication</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.</p> <p>The Remote Learning plan has been shared</p>	<p>Regular communication and updates are provided with any changes to the provision.</p> <p>LMcG calling vulnerable children - recorded on</p>

	<p>with all stakeholders and is on the school website in the Home and Online Learning tab</p> <p>We will regularly review or remote learning offering to ensure that it continues to meet our community needs</p>	<p>CPOMs</p> <p>Regular phone calls recorded on CPOMs</p> <p>Newsletters and staff briefings sent regularly</p>
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <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 school respond to changing contexts 	<p>The school has systems in place to monitor the impact of remote education.</p> <p>We have a teacher in each bubble with TA support.</p> <p>The teachers will prepare the same work for the children in school. The staff in school will then supervise this work.</p> <p>When a class teacher is in school they will take time out each day to monitor the Class Dojo work and queries. Ta's and teachers working from home will check Class Dojo portfolios regularly. Teachers from different year groups working from home will support Class Dojo work for other year groups. This will be organised between teams.</p> <p>All staff are aware that they can email/call LF/LMcG if workload is a problem. Regular contact with staff through staff WhatsApp, email, phone calls and online meetings</p> <p>Staff working from home to be available in</p>	<p>Rota in place</p> <p>Regular communication with staff</p> <p>LMcG and class teachers – monitoring engagement. Phone calls to parents to identify any issues and how school may help</p>

usual school hours. Class dojo feedback is not expected in the evening or at weekends. This is communicated to children and parents.

The usual absence reporting procedure still stands for staff working from home– if staff are unable to complete your work and would not usually be in school that day they will inform LF as soon as possible.

LF/LMcG to be made aware of any staff changes needed.

Regular screen free afternoons planned in

<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 • how to manage their time during periods of isolation 	<p>We have developed our remote education provision based on our knowledge of pupils' home environments.</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 as far as possible</p> <p>Advice and support given to pupils both individually and as a class about ways to work effectively at home. Activities are broken down in to chunks as we recognise that children will not have the same concentration as they do in school</p>	<p>Laptops to be supplied to families – Chrome books when we receive them from DFE</p> <p>Data to be supplied to families</p> <p>Regular contact through messages on Class Dojo, Google Class Meets, activities set and phone calls in order to support children understand their strengths and weaknesses in order to improve learning</p>
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<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 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 is making suitable alternative arrangements to minimise the impact on remote learning.</p> <p>Parents have been asked to inform school if they need to borrow a device. We have met this need by lending out our school laptops .</p> <p>Waiting for our allocation of Chrome books from DFE</p> <p>We are providing a paper based work pack for each child and exercise books, as well as reading books.</p> <p>These will be provided to the pupils that need it by the end of Week 2</p> <p>As of January we have not received our allocation of chrome books from the DFE. We have given out all our school laptops</p>	<p>A text to be sent to see if any families are needing to loan a laptop and dongle</p> <p>During phone calls to parents LMcG to ascertain what devices they are currently using and how many people in the house need access to the device</p>
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<p>Supporting children with additional needs</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 EHCs 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>All these children have been offered a place in school. Not all have accepted it</p>	<p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p>Monitoring engagement</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>School 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 individually and as a class or group via Class Dojo</p>	<p>Teachers to use Class dojo messaging function to contact individual parents with concerns</p> <p>Mrs McG to make weekly phone calls to check any continuing concerns around work.</p> <p>Parents are aware they can contact staff through Class Dojo with any concerns around their child's work</p> <p>If they have other concerns they must call or email the school office</p>

<p>Minimum provision</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"> • 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 • Key stages 3 and 4: 5 hours a day 	<p>All pupils in school and at home will receive their appropriate length of lessons and a range of subjects</p> <p>An appropriate range of subjects will be covered following the usual expectations in school.</p>	<p>Staff are aware of remote education expectations from the government</p>
<p>Curriculum planning</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.</p> <p>The remote curriculum is very similar to the one taught in class</p> <p>Changes may need to be made to our long term plan for the duration of any lock down. This is to ensure that we can provide work that it is accessible for our home learners. This may mean that a very practical DT topic such as building axles which require specific tools and resources will be moved to later in the year if on the plan for the lockdown period.</p>	<p>Class Dojo</p> <p>Google Classrooms – Meet function</p> <p>Oak Academy</p> <p>White Rose Maths videos</p> <p>Pobble</p> <p>Oxford Owl</p> <p>Epic Reading</p> <p>Discovery Learning</p> <p>Ed Shed inc Spelling Shed</p>

		<p>Timetable Rockstars</p> <p>The Write Stuff live teaching videos</p>
<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.</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>We are also holding regular face to face Google Meets for each class. These will develop over time.</p> <p>School is using their own systems to support effective communication and accessibility for all pupils.</p>	<p>Class Dojo is the main tool for communication between class teachers, children and parents. This has proved very effective in allowing communication between staff and parents</p> <p>Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.</p> <p>Short recorded lessons with independent work time</p> <p>White Rose Maths videos</p> <p>Daily story time</p> <p>Daily PE activities</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>Class teachers will use the work submitted through class Dojo to gauge how well individuals, groups and classes are progressing. They will use the whole class feedback sheets to record this and then either record short feedback videos addressing any gaps or misconceptions or hold a class/ group meet to discuss this.</p> <p>This aligns with our approach when in school</p> <p>This will be at least weekly and be flexible to the needs of the class</p> <p>Teachers are able to comment on individual pieces of work submitted through Class Dojo if needed. We will not expect a comment on every piece of work. This is not our approach in school as it is not effective in moving</p>	<p>Weekly phone calls – feedback to parents</p> <p>Class Dojo – feedback to the children and parents where necessary or requested</p>
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<p>Effective practice</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>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p>
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<p>Staff capability</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 feel confident are able to use digital resources</p> <p>Sharing of good practice</p>	<p>Webcams provided for each teacher to support recording of lessons and live sessions</p> <p>Accounts set up for all staff on appropriate websites</p> <p>Google Classroom initial training – Deputy Mitchell</p> <p>Remote teaching training -Deputy Mitchell</p> <p>Google Classroom update webinars attended</p>
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps.</p>	<p>Close contact maintained between schools in St Peters' Partnership</p>	
<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on</p>	<p>Parents and carers have clear guidance on how to support pupils at home through class dojo and</p>	<p>Calls home</p>

<p>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>school wenbsite.</p> <p>Those that struggle are able to contact school at any time through messaging, phone calls, class dojo</p> <p>Information regarding remote learning can be found on the school website</p> <p>Children understand how they can participate in remote learning.</p> <p>LMcG to inform pupils on the expectations on how many hours they should be learning.</p>	<p>School website to be updated regularly.</p> <p>Office staff to pass on any messages</p> <p>Clear information shared regularly on Class Dojo</p>
<p>School community events</p> <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>Google Classroom regular class meets</p> <p>Sports council adding activities to Class Dojo</p> <p>Regular assemblies – live or using prerecorded</p>	
<p>Ensuring safety</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</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>

<p>raise any safeguarding concerns in relation to remote education.</p>	<p>School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.</p>	<p>CPOMs</p>
<p>Online safety</p> <p>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.</p>	<p>Online safety has been taught in school</p> <p>Online safety sessions will be added to Class Dojo for each year group</p> <p>Parents have been given information, resources and weblinks about this on Class Dojo and the school website</p> <p>There are expectations developed for online teaching and learning</p>	
<p>Wellbeing</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 appropriate colleagues know if there are any problems around wellbeing or mental health.</p> <p>Weekly phone calls home to the parents and child. Recorded on CPOMs. Any child that has not been contacted within two weeks will have a</p>	<p>Phone calls home</p> <p>Good communication</p> <p>LMcG to call the most vulnerable once a week as well as the TA</p>

	home visit by DSL	
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	GDPR regulations followed	
<p>Behaviour and attitude</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. Children asked to mute microphones when joining live sessions</p> <p>Staff to make parents aware about any inappropriate behaviour.</p>	

