



St Bartholomew's C of E 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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<p>Remote education plan:</p> <p>There is a plan in place for remote education and The Headteacher is responsible for it and she has 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 closely as possible to the usual school curriculum. Children accessing education remotely follow exactly the same learning and teaching as those accessing in-school curriculum.</p>	<p>All year groups will upload their weekly timetable to all parents via Parent Mail, using the same format along with weekly additional activities. Work packs will be available for those children that cannot access the internet or do not have any devices at home.</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>Most vulnerable pupils are in school and those that are not will access the remote learning.</p>	<p>To help develop your remote education plan:</p> <p>Early Bird</p> <p>Class email</p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>Lancashire English units</p> <p>Wider curriculum resources</p> <p>Spelling Shed</p> <p>Letter join</p> <p>MyMaths</p> <p>Purple Mash</p> <p>Timetable Rockstars</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>Regular communication and updates are provided with any changes to the provision.</p>

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		<p>Regular communication including phone calls by the teacher to all parents.</p> <p>WS calling vulnerable children</p> <p>Communication sheet to be filled out by class teachers and returned to SI to analyse.</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>All staff in school. Support staff to work with children whilst the teacher delivers remote education sessions. Support staff and teacher to respond to work sent in. (Marking and feedback) Teachers to take 1 day for PPA of site.</p> <p>All staff are aware that they can email/call SI if workload is a problem.</p> <p>SI to be made aware of any staff changes needed.</p>	<p>Regular communication with staff</p> <p>MG/ET working on attendance at home</p>

<p>Home environment St Bartholomew's C of E Primary school,</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>Remote Learning Framework Action Plan</p> <p>St Bart's has 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>The most vulnerable children to attend school full time.</p> <p>Children with a lack of access to online education to attend part time.</p>	<p>Laptops to be supplied to families</p> <p>Data to be supplied to families</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 arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where</p>	<p>School is making suitable alternative arrangements to minimise the impact on remote learning. These will be provided to the pupils that need it by the end of Week 2</p>	<p>A list has been created for children that need to loan a laptop</p> <p>A text to be sent to see if any families are needing to loan a laptop and dongle</p>

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<p>pupils without access are considered vulnerable and are expected to come into school.</p>		
<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 IEP'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.</p> <p>SENDCO in regular contact with all children with EHC plan and vulnerable SEND families.</p>	<p>Oak National Academy provides resources for teachers to support children with additional needs.</p> <p>WS is are communicating with vulnerable families JW communicating with .SEND families</p> <p>Teachers to speak to all parents each week</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 either via email or through returning work packs</p>	<p>Teachers and TA's to make weekly phone calls to check any concerns around work.</p> <p>Parents are aware they can contact staff in school at any time if need be.</p>

<p>Minimum provision St Bartholomew's C of E Primary school,</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: 4 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 -5 hours a day 	<p>Remote Learning Framework Action Plan</p> <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>
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>This is a remote curriculum that is identical to the one taught in class, one that is similar but adapted to the school curriculum.</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>Early Bird</p> <p>Class email</p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>Lancashire English units</p> <p>Wider curriculum resources</p> <p>Spelling Shed</p> <p>Letter join</p> <p>MyMaths</p>

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		Purple Mash Timetable Rockstars
<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. This includes</p> <p>Our remote learning includes a mixture of live and recorded teaching sessions and independent activities to ensure learning is achieved. Following live sessions, time is given for children to complete the tasks set. Recorded lessons from other educational providers are given to supplement the live teaching we are undertaking.</p> <p>School is using their own systems to support effective communication and accessibility for all pupils.</p>	<p>Live teaching sessions.</p> <p>Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.</p> <p>Recorded lessons</p> <p>White Rose Maths video's</p> <p>Story time by our teachers</p> <p>Other recorded lessons and video clips as selected by the teachers</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</p>	<p>The school has a good plan in place to gauge how well all pupils are progressing. The school provides feedback, written feedback on pupils'</p>	<p>Weekly phone calls and or emails – feedback to parents is regular.</p>

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<p>suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>work following the school's marking and feedback policy.</p>	<p>Email – feedback to the children</p> <p>Verbal feedback during live sessions.</p> <p>Written feedback to children through marking their work / packs/any other work sent</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>
<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>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 who feel confident are able to use digital resources.</p>	

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<p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</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>School shares practice with other local primary school sand LA schools.</p> <p>Headteacher discussion / consultation other Headteacher's to share best practise locally and to address any gaps.</p> <p>MIT advisory service support continues throughout the period of lockdown</p> <p>School improvement advisor support</p>	<p>Great Harwood Primary age church schools</p> <p>Other Lancashire Primary Schools</p> <p>Other Blackburn Diocese Primary Schools</p> <p>MIT advisor</p> <p>DBE school advisor</p>
<p>Realistic expectations of pupils, parents and carers</p> <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>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 Teachers when they call.</p>	<p>Calls home</p> <p>School website to be updated regularly.</p>

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<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 work).</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>SI to inform pupils on the expectations on how many hours they should be learning.</p>	<p>Office staff to pass on any messages to class teachers.</p> <p>Website to be updated with all new information as required.</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>Daily live lessons and intervention sessions that children can participate in.</p> <p>Story time includes opportunities for children to communicate with peers and teachers in their class.</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 raise any safeguarding concerns in relation to remote education.</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>School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.</p>	<p>Weekly phone calls</p> <p>Calls to the office</p> <p>Good communication with staff in school</p>

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<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>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 Headteacher, class teacher or WS know if there are any problems around wellbeing or mental health.</p> <p>Weekly phone calls home to the parents and child. Any child that has not been contacted within two weeks will</p>	<p>Phone calls home</p> <p>Good communication</p> <p>WS to call the most vulnerable once a week as well as the TA</p>
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Appropriate systems and policies are in place that comply with all GDPR guidance.</p>	

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<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. Staff to make parents aware about any inappropriate behaviour.</p>	<p>Calm School Code</p> <p>Online policy</p>
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