Remote Learning Framework Action Plan

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We have used the recommendations within these documents to create our Action Plan to ensure we are delivering the best we can for our children and to provide clarity and transparency to children, parents, carers about what to expect from remote education where national or local restrictions require cohorts (or bubbles) to remain at home. For details of what to expect where individual children are self-isolating please see the final sections of this document.

Remote education plan

There is a plan in place for remote education and a senior leader has overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. 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.	Which includes: All year groups will upload onto the Home Learning area of the school website, work appropriate for their year group within their detailed weekly Home Learning Overview. The information will also be shared through school's digital learning resource – Seesaw. White Rose Maths videos and worksheets will be used. Work packs will be available for those children that cannot access the internet or do not have any devices at home. All children in school will be offered the same curriculum as the children at home. SEND children at home will be given differentiated work if they are unable to access the work the rest of the year group are doing. A child's first day or two of being educated remotely might look a little different from our standard approach, while we take all necessary actions to prepare for longer periods of remote teaching.	To help at home to develop learning as either refresher, extension or additional learning. Children can access: Purple Mash Seesaw Oak National Academy Times Tables Rockstars BBC Bitesize and BBC Lockdown Learning Charanga Home Learning Yumu Paper copies of items available on request Links through the school website home learning. Immediate remote provision will be available through the home learning links on the school website, and Seesaw. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects, particularly where families might not have the resources at home, for example, (Art, Design and Technology, Science and PE).

Communication		
Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Which includes: All governors, staff, parents and carers are aware of our approach and arrangements for remote learning through publications shared.	We do this through: Regular communication and updates are provided, along with any changes to the provision. Regular phone calls and/or interaction through Seesaw and class email to all families by a range of school staff. A senior leader makes regular contact to support families of children identified as vulnerable or disadvantaged. Attendance, Home learning engagement registers and communication sheets are completed by class teachers and shared on the staff secure drive for analysis. Newsletters and staff briefings are sent regularly.

Monitoring and evaluating		
The school has systems in place to monitor the impact of remote education, which include: • Understanding the impact of staff workload and how to mitigate against it. • Staffing changes. • Having access to appropriate management information (such as staff and child sickness and absence data) to help respond as needed to changing contexts.	We do this by: School has systems in place to monitor the impact of education. Due to the high numbers attending during lockdown, each teacher is leading their own cohort, whilst supporting both in school and remote learning. Teaching assistants support the remote learning monitoring in each class by responding to comments on Seesaw and providing additional support in class during lesson times in order that teachers can regularly respond to remote learning. This is to reduce workload for staff and best enable teachers to respond promptly to children at home. All staff are aware that they can ask for help from the leadership team if workload is a problem. Senior leadership team are aware of staffing absences, use digital methods to report these as quickly as possible to reduce the impact upon remote provision.	We do this through: School Information Management Systems. Secure registers and class engagement commentaries within shared areas. Email and staff briefings. Senior leadership communications. Staff encouraged to work from home when possible. Regular interaction with staff who are unable to attend school.

Home environment		
School is aware of the range of learning environments at home and works with parents and families to understand and ensure that children will be able to access education at home. School is aware of many difficulties families will be faced trying to work from home and support their child's learning.	We do this by: Providing a flexible remote learning offer where parents are not fixed to a certain time to access learning for their child. Adapting curriculum plans, and learning content to simplify this in order for families to support learning at home and at a time convenient for their own circumstances. Discussing provision with our families in order to try and help families who are either without digital access at home, or who do not have enough devices to share between home working.	We do this through: Offering additional devices donated to school via our school newsletter. Offering redundant devices no longer in use at school via our school newsletter. Provide regular phone calls in order to understand their strengths and weaknesses in order to improve learning.
Laptops, digital devices and internet access		
Where digital approaches are in use, leaders in school are aware of limitations to access the internet, and suitable devices, for children which may impact on remote education provision. School leaders have made alternative arrangements to minimise the impact of these limitations, either by providing children with devices and/or internet access or ensuring that appropriate offline provision is available.	We do this by: Offering information to increase internet access to our families through the school newsletter. Making alternative arrangements to minimise the impact on remote learning by providing secure laptops (DfE) to vulnerable and free school meals (FSM) families at home as soon as they are available.	We do this through: Supporting/encouraging all children who are identified as vulnerable (including FSM) to come into school and access the face-to-face provision available. Ordering and providing DfE secure laptops, where possible, to families who either must remain at home due for individual reasons shared with school. Regular phone calls are made to offer support/answer questions.

Supporting children with additional needs		
Children and young people with high needs, including disadvantaged children, SEND and vulnerable children have structures and provision in place to help remote learning.	We do this by: Children with individualised learning plans will be supported with differentiated work if they are unable to access the work which has been set for the rest of the class. Children with complex needs will be encouraged to attend school – where appropriate.	We do this through: Appropriate work sourced by staff, and discussion held. Oak National Academy provides resources for teachers to support children with additional needs. Regular communication with parents.
Monitoring engagement		
The school has systems in place for checking whether children are engaging with their work and makes contact with parents and carers if regular contact doesn't take place.	We do this by: School monitors engagement and will contact parents and carers immediately where engagement is a concern, or will communicate with them to offer help and support if no recent engagement is visible. We understand the significant pressures many families are under and try to provide multiple routes to monitor, support and feedback.	We do this by: Engagement messages sent to parents, supplemented by staff phone calls. Staff report to the leadership team for further intervention if lack of engagement continues or when there are any concerns about the interaction/family.
Minimum provision		
School sets work that is of equivalent length to the core teaching children would receive in school in an appropriate range of subjects, and as a minimum. • Key Stage 1: 3 hours a day, on average, across the school cohort, with slightly less for younger (Reception class) children. • Key Stage 2: 4 hours a day.	We do this by: All children in school and at home will be provided with the appropriate length of lessons and a range of subjects. At school the usual timings for these subjects will be followed as much as possible, however for home we use guidance of the appropriate/approximate time the activities should take to be produced to an acceptable standard.	We do this by: Making staff aware of remote education expectations from the government. Sharing weekly home learning overview with children, parents, staff, gov etc.. (on website and Seesaw).

Curriculum provision		
School has a clear, well-sequenced curriculum that supports children both in class and remotely. Remote education (*a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils: Ofsted 2021*) is provided which is as close as possible to the one taught in class.	We do this by: School has a clear, well sequenced curriculum for children in class and those working remotely. The remote curriculum is very similar to the one taught in class.	We do this through: Seesaw Oak National Academy White Rose Maths Purple Mash Times tables Rockstars CSSP zoom sessions BBC Bitesize BBC Lockdown Learning Charanga Home Learning Yumu Paper copies of items available on request Links through the school website home learning.

Curriculum delivery		
School has a system in place to support remote education which uses a range of approaches. Where remote education is taking place, it also includes time given for children to complete tasks and assignments independently. School uses a digital platform to support effective communication and accessibility for all children, including those with SEND.	We do this through: School has a good system in place to support our remote learning. Our remote learning includes recorded lessons (e.g. Oak National Academy) and video/audio recordings made by teachers (e.g. phonics, responses through Seesaw) daily introduction videos and recorded video from White Rose Maths. Printed paper packs produced by teachers (e.g. worksheets, workbooks). External streaming/video links – both live and recorded which include Chorley Schools Sports Partnership sessions and task cards, worship, RE and history links) Copies of reading materials and comprehension tasks. Commercially available websites supporting the teaching of specific subjects or areas (including video clips or sequences including BBC); Longer term project work (i.e. Learning Logs) which use internet research activities. School is using their own systems to support effective communication and accessibility for all children.	These include: Shared and live recordings e.g. Oak National Academy White Rose Maths video Story time by our teachers Family/Student Seesaw Announcements

Assessment and feedback		
School monitors how well all children are progressing through the curriculum using questions and other suitable tasks. School provides regular feedback, often daily, using digitally-facilitated or whole-class feedback where appropriate.	We do this by: Responses and interactions in school and through digital media. School provides feedback, including regularly/daily using SEESAW or written feedback on children's work. School provides feedback numerous times a day to respond to children's interaction through this digital method.	We do this through: SEESAW – regular/daily written/verbal feedback to the children. Online interaction feedback or quizzes (including digital resources e.g Times Table Rockstars) are marked automatically online. Written/verbal feedback to children through marking/assessing their work . Regular phone calls to parents.
Effective practice		
School 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.	We do this by: Sharing resources available with the teaching team in order for them to enhance and make available resources to support remote learning.	We do this by: Keeping up to date with good practice shared through the DfE, Ofsted, Local Authority and good practice guides produced to support schools in their delivery of remote education.

Staff capability		
Staff have access to the digital resources and tools they need to teach and support children remotely. Where used, staff have the appropriate training and support to use digital tools, and resources, including how to ensure they are accessible for children with SEND. Where possible, the training provided is sustained and repeated to ensure staff continue to support effective teaching practice remotely.	We do this by: Staff have access to the digital resources and tools that we need to teach and support children 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 e.g SEESAW. Staff who feel that they are comfortable to record and publish video, are encouraged to do this while being aware of staff well-being needs.	
Self isolation remote education		
There will be differences between the approaches described within this plan, and those that school will put in place when individual children are self-isolating.	We will do this: When school is open to only key worker children, and those identified as vulnerable or disadvantaged, then children will follow the remote education plan outlined previously. Where individual children need to self-isolate, but the majority of their peer group remains in school the remote education provided will usually differ from the approach for whole year groups, due to the challenges of teaching children both at home and in school. However links will be shared with these families which provide meaningful and ambitious work daily (in a number of different subjects) including providing feedback.	We will do this by: Liaising with parents and sharing work through the school website and/or Seesaw. This may include links to: Oak National Academy; White Rose Maths; BBC Bitesize and Lockdown learning; Online websites; Purple Mash Charanga Home Learning Yumu And Times Tables Rockstars.

This plan has been created by referencing the following documents: the DFE Remote Learning Guidance and Template; Remote Education Good Practice (gov.uk updated 27.10.20); The Coronavirus Act 2020 Provision of Remote Education (DfE England); What's working well in remote education (gov.uk updated 11.1.21); Review your remote education provision, schools (DfE January 2021); Restricting attendance during the national lockdown: schools (DfE January 2021); DFE Remote Learning Guidance and Template and from advice and discussions with school governors and advisers, and the school staff team. We welcome feedback and responses from our families and take on board and make changes as needed.