



Colham Manor Primary

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.

<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>Development strengths of our remote education plan:</p> <p>All year groups upload their weekly timetable on to the website following format and EEF guidance.</p> <p>Work packs will be made 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 wherever possible and appropriate.</p> <p>SEND pupils to be given personalised learning if they are unable to access the work the rest of the year group are doing.</p>	<p>Next steps to develop our remote education plan:</p> <p>Reflect on lessons learnt at the end of national lockdown 3.0</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>	<p>Publish information about our approach to remote learning and action planning on the school website</p> <p>Remote Learning Contact category added to CPOMS for improved monitoring of parental communication</p>

	<p>Regular weekly phone calls by the teachers to all parents. DSL calling vulnerable children. All communications logged to CPOMS</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>One teacher and member of support staff in each year group in school while the other year group team supports remote learning. This reduces workload for staff.</p> <p>All staff are aware that they can email/call phase lead/SLT if workload is a problem.</p> <p>Headteacher made aware of any staff changes needed. Rota in place.</p> <p>Regular communication with staff</p> <p>System in place for managing and monitoring impact in the event of staff absence</p>	<p>To rollout further use of VLE (Google classroom) which will reduce staff workload from where it currently stands without the digital platform</p>

<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>Colham Manor has adapted our remote education provision depending on pupil's home environment.</p> <p>Device and accessibility audit completed. Pupils who might lack digital access, particularly those who are disadvantaged, will be supported by school to provide them with a laptop and internet access to support the remote education provision wherever device availability makes this possible.</p> <p>Regular weekly phone calls in order to support children to understand their strengths and weaknesses in order to improve learning</p> <p>Personalised learning support to respond to emerging strengths and weaknesses e.g. Thrive, Occupational Therapy, emotional regulation strategies (SCERTS) whilst learning from home</p> <p>DSL completes welfare calls and home visits, SENDCO makes telephone calls to support.</p> <p>Flexible daily learning timetables are provided</p>	<p>Laptops and data to be supplied to families, including all those eligible for PPG</p> <p>Maintaining a personal approach when children begin the phased return to school/experience bubble closures - plan for balance between phone calls and electronic communication to support children understand their identified strengths and weaknesses when increased numbers of staff are required onsite</p>
<p>Laptops, tablets and internet access</p>	<p>School is making suitable alternative arrangements to minimise the impact on remote learning.</p>	<p>Review accessibility of devices available in school and planned teaching of VLE use when phased return begins in order to reduce limitations on</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>A parent survey went out and a list has been created for children that meet eligibility criteria for loan of a device</p> <p>Private donations of devices have been sought and received</p> <p>All PPG (over 30% of school population) have had a Google Chromebook purchased for them which will be distributed once setup.</p> <p>Flexible daily learning timetables are provided</p>	<p>remote education should further lockdowns/bubble closures be needed.</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>SENDCO has communicated to children with SEND and their parents about their adapted provision in line with their EHCP/care plans and individual needs.</p> <p>Any children unable to access the work that has been set for the rest of the class has personalised learning emailed out to them by their year group teachers</p> <p>Oak National Academy provides resources for teachers to support children with additional needs</p>	<p>Reflect on lessons learnt at the end of national lockdown 3.0</p>

	<p>Class teacher talks with parents each week and SEND@colham.org email address has been set up to support families and pupils with SEND and is monitored by the SENDCO and specialist SEN teacher.</p> <p>SENDCO in regular communication with parents of SEND pupils as needed</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 teachers inform parents and carers immediately where engagement is a concern. This is fed on the the SLT with responsibility for remote education at weekly meetings</p> <p>Each year group provides feedback to the children either on Tapestry, via the year group email address or through returning work packs</p> <p>Parents are aware they can contact staff in school at any time if need be and that staff will respond during their working day and within 48 hours.</p> <p>Chromebooks purchased for all PPG pupils as a result of engagement monitoring</p>	<p>Systems for daily checking of engagement will be improved through use of Google Classroom</p> <p>Careful tracking of engagement against agreed expectations</p> <p>Reflect on lessons learnt at the end of national lockdown 3.0</p>
<p>Pupil digital skills and literacy</p>	<p>A plan is in place and are implementing the logistics for rollout of google classroom</p>	<p>Pupil knowledge of how to use technology is not strong - teaching pupils to use necessary learning technology (Google classroom)</p>

<p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Staff have received training in G-Suite and technology chosen for remote learning so that they are able to teach children how to use them</p> <p>Lexia program has been shared with SEND pupils who have made use of this in school prior to school partial closure</p>	<p>Teaching pupils how to engage on selected VLE to avoid regression in schools should there be further lockdowns (to include navigation, etiquette and metacognition strategies)</p> <p>Full audit and identification of gaps in assistive technologies for pupils with SEND by SENDCO</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: 4 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 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>Staff are aware of remote education expectations from the government</p> <p>Webinars made available to staff to share best practice</p>	
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p>	<p>The remote curriculum is similar to the one taught in class where appropriate</p> <p>School has a clear, well sequenced curriculum for pupils in class and those working remotely, particularly in Maths, Phonics and PE</p>	<p>School to have a clear, well sequenced curriculum for pupils in class and those working remotely in MFL, RSE and RE and make use of EEF research and guidance</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 planned a clear, well sequenced curriculum for Science and the foundation subjects ready to roll out from April 2021 through Learning Means the World@home. Staff have received training in this.</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 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>School is using our own systems to support effective communication and accessibility for all pupils</p>	<p>Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.</p> <p>Improve streamlined delivery through the use of Google Classroom</p> <p>Whole school assemblies from the Headteacher, story time led by our teachers</p> <p>Recorded Phonics lessons from school staff</p> <p>SENDCO to support parents to access and explore RNIB Bookshare, - free for any pupil with dyslexia or visual impairments</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 is further developing the plan in place to gauge how well all pupils are progressing and PiXL supports this. The school provides feedback, at least weekly using Tapestry, year group email, learning</p>	<p>Vehicles for assessment and feedback to include a range of mediums e.g LMTW Kahoot quizzes, Sir Linkalot checks, PiXL tests</p>

<p>suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>phone calls home or written feedback on pupils' work from home learning packs when submitted.</p>	<p>Begin trial of Google Classroom systems for Assessment & Feedback in Upper Key Stage 2 from February</p> <p>Make use of best practice online training videos to support effective assessment and feedback.</p>
---	--	---

<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 - EEF materials have been shared with them</p> <p>Subject leaders provide good support to colleagues in accessing these. Regular contact is maintained between phase leaders and SLT to monitor this.</p> <p>Weekly virtual meetings between remote learning lead and teaching staff to support and share effective practice across the school</p>	<p>Reflect on lessons learnt at the end of national lockdown 3.0 to identify and build on our strengths and areas for development</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</p>	<p>All teachers have now been provided with a school laptop.</p> <p>IT infrastructure is being heavily invested in and improvements in this are being seen on a weekly basis.</p> <p>Teaching staff have had some training in order to support the use of digital tools and resources</p>	<p>To consider how support staff can support better support during periods of remote teaching and learning.</p> <p>Staff audit of IT issues and wishlist to be carried out (January) and incorporate this into IT development plan</p>

<p>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 who feel confident are able to use digital resources e.g Tapestry (EYFS) and Google classroom (Year 6 rolling out)</p>	<p>Guidance on how to use online platforms and resources, including for children with SEND to be utilised when Google Classroom is trialled within UKS2</p> <p>SENDCO to audit the need for augmentative and alternative communication technology to support pupils with SEND.</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 makes use of best practice through attendance in established school-to-school support networks including: NCETM maths hub, Primary PiXL schools, Headteachers Primary forum, SENCO forums, specific curriculum subject forums, computing hub</p> <p>The school makes use of IT and remote best practice through GTech and Turn It On support.</p>	<p>To reach a point where we are able to share best practice from within our own setting</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</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 when they call.</p> <p>Information regarding remote learning can be found on the school website and this is updated weekly</p>	<p>Children understand how they can participate in remote learning and the expectations of them on digital platforms such as submitting work through Google Classroom (UKS2 initially)</p>

<p>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>Weekly telephone calls home. Teachers inform pupils on the expectations on how many hours they should be learning</p> <p>Regular communications with parents and carers via Parentmail.</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>Regular opportunities planned, developed and led by Personal Development senior lead through 'Raising Aspirations' work</p> <p>live/pre-recorded Q&A sessions with professionals in the community</p> <p>School contracted Educational Psychologist offers virtual sessions</p> <p>School contracted counselling service Place2Be running virtual sessions</p> <p>SaLT work supporting school and families remotely</p>	<p>Increase regularity and range of activities e.g. class shared storytime, whole school assemblies</p> <p>Plan being developed to focus on cultural diversity and target key concern groups of pupils</p> <p>Plan being implemented to put in place mentoring opportunities between pupils and members of the community for raising aspirations beyond the primary setting</p>
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during</p>	<p>Parents and carers are able to raise any safeguarding concerns at any time.</p>	<p>Embedding CPOMS as the monitoring system and ensuring staff are using this consistently to record safeguarding concerns whilst pupils are remote learning</p>

<p>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>School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns which are logged to CPOMS.</p> <p>DSL completes regular welfare calls based on this.</p>	<p>Vulnerable pupils are RAG rated by DSL (Safeguarding Pro)</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>School are not currently using live streaming or pre-recorded videos from staff</p>	<p>Provide staff with online safety expectations, guidance and/or training if and when live streaming/pre-recorded lessons are taught</p> <p>safeguarding and remote education during coronavirus (COVID-19)</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 - virtual CPD options are offered.</p> <p>Teachers are aware to log concerns to CPOMS for actions and monitoring</p> <p>Staff know they can seek support from Thrive Practitioners and DSL where appropriate if there are any problems around wellbeing or mental health</p>	<p>Thrive wellbeing materials provided to all pupils</p> <p>All class-based staff to complete the Thrive webinar</p> <p>Introduce shared assemblies from Headteacher</p> <p>Monitoring attendance/wellbeing follow up calls whilst attendance team are all sick</p> <p>Counselling sessions to begin (February)</p>

	<p>Weekly phone calls home to the parents and child. Any child that has not been successfully contacted within two weeks will be passed on to the attendance team (SC/CS/LS and DSL) vuln.</p> <p>Educational Psychologist CPD and drop-in sessions with staff</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 are in place e.g. SIMS, Parentmail, CPOMS, CPOMS Staffsafe. School contracts TIO technical support to ensure GDPR updated compliance recommendations are made as necessary</p> <p>Safeguarding Pro membership subscription supports this</p>	
<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>To ensure the same rules apply as Google Classroom digital platform is rolled out.</p>

