



Greenvale 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.

<p><u>Remote education plan</u></p> <ul style="list-style-type: none"> ● 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. ● 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. 	<ul style="list-style-type: none"> ● All year groups will schedule tasks via Google Classroom at 6pm the night before the tasks are due to be completed. ● Conversations are to be had with families to ensure that they are able to access a device/s and chrome books will be lent to families in need. Other arrangements such as work packs can be made if parents and children cannot access the internet for any other reason. ● SEND pupils to be given differentiated work if they cannot access the work the rest of the class are engaging in. 	<p>To help develop your remote education plan: Google Classroom</p> <ul style="list-style-type: none"> ● Seesaw ● Oak Academy ● White Rose Maths ● Purple Mash ● Timetable Rockstars ● Oxford Owl ● Wandle Trust Phonics ● Google Meet
<p><u>Communication</u></p> <ul style="list-style-type: none"> ● Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. 	<ul style="list-style-type: none"> ● All governors, staff, parents and carers are aware of our approach and arrangements for remote learning. 	<ul style="list-style-type: none"> ● Regular communication and updates are provided with any changes to the provision. ● Regular phone calls by the CT's to parents, if children are not engaging with remote learning. If no improvement, escalate to Headteacher or Deputy Headteacher. ● Daily live class sessions via Google Meet for all pupils.

		<ul style="list-style-type: none"> ● DHT/SENDSCO calling, arranged video calling or emailing vulnerable children and SEND children weekly. ● Newsletters/weekly communication/Twitter page to continue to be sent to parents. ● Weekly staff meetings and SLT meetings to be held remotely to ensure communication stays effective. ● Diarised Governors meeting to continue remotely. ● Daily virtual story time sessions with EYFS/KS1 children using Google Meet ● Weekly whole school 'Work of the Week' virtual assembly led by Headteacher using Google Meet. ● Counselling sessions/drop ins continue through phone calls or virtually through Google Meet.
<p><u>Monitoring and evaluating</u></p> <ul style="list-style-type: none"> ● The school has systems in place to monitor the impact of remote education. This includes: <ul style="list-style-type: none"> - understanding the impact on staff 	<ul style="list-style-type: none"> ● The school has systems in place to monitor the impact of remote education. 	<ul style="list-style-type: none"> ● Rota in place ● Regular communication with staff ● Weekly email to staff from Headteacher ● Weekly staff meeting ● HT and School administrator monitoring staff

<p>workload and how to mitigate against it</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ● Teaching staff where possible are on the rota once a week unless they express an interest to do more. ● All staff are aware that they can contact the Headteacher/DHT/AHT if they have any concerns or problems. 	<p>and pupil attendance of children in school.</p> <ul style="list-style-type: none"> ● Class teachers monitoring pupil attendance to daily Google Meet sessions and engagement in learning remotely.
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<p><u>Home environment</u></p> <ul style="list-style-type: none"> ● 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. ● The school supports pupils on how to self-regulate during remote education, including: <ul style="list-style-type: none"> - understanding their strengths and weaknesses to improve their learning 	<ul style="list-style-type: none"> ● We have adapted our remote education provision depending on pupil's home environment. ● Pupils who might lack digital access to support the remote education provision will be supported by school by providing them with a Chromebook and internet access. ● Feedback given to children through Google classroom ● Range of tasks and activities set across the curriculum including PE, Art, IPC, Science, PSHE and Music. ● DHT/SENDCo with school counsellor to publish a wellbeing newsletter to support 	<ul style="list-style-type: none"> ● Chrome books / data to be supplied to families where there is a need. ● Daily feedback in order to support children understand their strengths and weaknesses in order to improve learning happens through Google Classroom. ● Phone calls made by class teacher to families and children if the teacher feels a child needs a boost or reassurance.
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<ul style="list-style-type: none"> - how to learn from home - how to manage their time during periods of isolation - providing a range of curriculum tasks across the National Curriculum - Wellbeing communication to be sent to parents during January 2021. 	<p>families and signpost agencies and strategies to support children should they need them.</p>	
<p><u>Laptops, tablets and internet access</u></p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● School has made suitable alternative arrangements to minimise the impact on remote learning. 	<ul style="list-style-type: none"> ● Communication has been sent to parents with regards to access to IT equipment. ● A list has been created for children that need to loan a Chromebook. ● Phone calls to families of children not engaging to ensure they have access to suitable devices.

<p><u>Supporting children with additional needs</u></p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Children with Support Plans or EHCP's will be receiving differentiated work if they are unable to access the work that has been set for the rest of the class. • Communication sent to parents about how to access Google classroom. 	<ul style="list-style-type: none"> • Differentiated tasks set for children who are SEND. • SENDCO, Intervention teacher and 1:1 TAs are communicating with parents. • Tech support given to parents by class teachers where needed.
<p><u>Monitoring engagement</u></p> <ul style="list-style-type: none"> • The school has systems for checking whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern. 	<ul style="list-style-type: none"> • School checks weekly whether pupils are engaging with their work and will inform parents and carers immediately where engagement is a concern • Each class teacher provides feedback to the children either through Google classroom or phone call if needed. 	<ul style="list-style-type: none"> • Class teachers to make weekly phone calls to check any concerns around work. • Parents are aware they can contact staff in school or class teachers by email.
<p>Minimum provision</p>	<ul style="list-style-type: none"> • All pupils in school and at home will receive their appropriate length of lessons and a range of subjects 	<ul style="list-style-type: none"> • Staff are aware of remote education expectations from the government

<ul style="list-style-type: none"> ● 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: <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 		
<p>Curriculum planning</p> <ul style="list-style-type: none"> ● The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. ● 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. 	<ul style="list-style-type: none"> ● School has a clear, well sequenced curriculum for pupils in class and those working remotely. ● The remote curriculum is very similar to the one taught in class 	<ul style="list-style-type: none"> ● Tasks and activities set by the class teacher daily and uploaded to Google Classroom. ● White Rose Maths ● Purple Mash ● Times Table Rockstars ● Oxford Owl ● Wandle Trust Phonics ● Google Meet ● Teachers own videos in phonics and delivering class readers.
<p>Curriculum delivery</p>	<ul style="list-style-type: none"> ● The school has a good system in place to support remote learning. 	<ul style="list-style-type: none"> ● Class teachers set differentiated tasks and activities through Google Classroom.

<ul style="list-style-type: none"> ● The school has a system in place to support remote education, using curriculum-aligned resources. ● Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently. ● The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND. 	<ul style="list-style-type: none"> ● Our remote learning includes live daily sessions with class teacher, some recorded lessons, direct teaching time from other educational providers and time for children to complete the tasks. ● School is using their own systems to support effective communication and accessibility for all pupils. 	<ul style="list-style-type: none"> ● Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. ● Live and recorded lessons ● White Rose Maths videos ● Daily live story time by our teachers
<p>Assessment and feedback</p> <ul style="list-style-type: none"> ● The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. ● The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. 	<ul style="list-style-type: none"> ● The school has a good plan in place to gauge how well all pupils are progressing. The school provides feedback, at least weekly, with the aim for daily using Google Classroom with feedback on pupils' work. ● Daily Google Meet sessions ● Daily feedback on work on Google Classroom 	<ul style="list-style-type: none"> ● Class teachers and staff working in school monitor work that the children complete. ● Feedback is provided through the use of private comments. ● Staff use the Google Meet to review the maths work completed during each particular day. ● Staff working in school on the rota provide feedback to pupils working in school.

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<p><u>Effective practice</u></p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Teaching staff are aware of resources available to support remote learning 	<ul style="list-style-type: none"> ● GOV.UK provides a good practice guide to support schools in their delivery of remote education.
<p><u>Staff capability</u></p> <ul style="list-style-type: none"> ● 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. ● 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. ● Where possible, the training provided is sustained and iterative to ensure staff 	<ul style="list-style-type: none"> ● Staff have access to the digital resources and tools that we need to teach and support pupils remotely. ● Staff have had training Google classroom in order to support the use of digital tools and resources. ● TA's who feel confident are able to use digital resources – Google classroom. ● Training has been provided for TAs to upskill and refresh their knowledge of accessing Google classroom. 	<ul style="list-style-type: none"> ● Google classroom ● White Rose Maths Premium materials ● Phonics Play ● Languagenut

<p>continue to support effective teaching practice remotely.</p>		
<p><u>Strategic partnerships</u></p> <ul style="list-style-type: none"> ● The school is sharing best practice and making best use of capacity across schools to address any known gaps. 	<ul style="list-style-type: none"> ● SLT involved in meeting with LA. ● HT meets regularly with local Headteachers in the cluster. 	<ul style="list-style-type: none"> ● Fortnightly Teams meetings with Interim Director of Education and Director of Public Health ● Regular email communication
<p><u>Realistic expectations of pupils, parents and carers</u></p> <ul style="list-style-type: none"> ● 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. ● 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). 	<ul style="list-style-type: none"> ● 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 TA when they call. ● Information regarding remote learning can be found on the school website ● Children understand how they can participate in remote learning. ● Class teachers to inform pupils on the expectations on how many hours they should be learning. 	<ul style="list-style-type: none"> ● Emails and letters sent home to parents outlining home remote learning. ● School website to be updated regularly. ● Office staff to pass on any messages to class teachers.

<p>School community events</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Class teachers and SLT host daily Google Meet Sessions. ● Some intervention Google Meet sessions for SEND pupils where the need is far different from the rest of the class. 	<ul style="list-style-type: none"> ● Google Meet ● Google Classroom ● Tas and intervention teacher.
<p>Ensuring safety</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Parents and carers are able to raise any safeguarding concerns at any time. ● School has clear safeguarding protocols in place to ensure pupils are safe. ● School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. 	<ul style="list-style-type: none"> ● Calls to the office ● Communication with DSL's ● Good communication with staff in school
<p>Online safety</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Online safety has been taught in school ● Staff have received Safeguarding training involving online learning during INSET day. January 2021 	<ul style="list-style-type: none"> ● Purple Mash ● LGFL

<p><u>Wellbeing</u></p> <ul style="list-style-type: none"> ● Leaders, teachers and pupils are aware of how to spot potential well being 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. 	<ul style="list-style-type: none"> ● Staff are aware of potential well being problems. They are aware to let the class teacher or SENDCO or DSLs know if there are any problems around wellbeing or mental health. ● Weekly phone calls home to the parents and child. ● If children or families are non contactable the Headteacher (DSL)/DHT (DSL) must be informed. 	<ul style="list-style-type: none"> ● Phone calls home ● Good communication ● DHT/SENDCO to call the most vulnerable once a week
<p><u>Data management</u></p> <ul style="list-style-type: none"> ● The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). 	<ul style="list-style-type: none"> ● All staff have had GDPR training 	
<p><u>Behaviour and attitude</u></p>		

<ul style="list-style-type: none">● There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	<ul style="list-style-type: none">● Children are expected to abide by the rules that apply as when we teach the children in school. Staff to make parents aware about any inappropriate behaviour.● As a school we still have high expectations of our pupils and expect them to work to the best of their abilities.	<ul style="list-style-type: none">● School values reinforced and taught during remote learning.
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