



**All Saints' CE Primary School**

Caring and Achieving with Jesus at our side

"I can do all things through him (Jesus) who gives me strength." Philippians 4:13

Part of the St. Bartholomew's CE MAT



# **All Saints CE Primary School**

## **Remote Learning 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.**

### **Remote Learning 2021/22 Action Plan.**

In September 2021, all our classes returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class, or indeed the whole school, will need to have online learning at home for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education.

This meets the expectations set out in the DfE guidance 'Remote Education Support'

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Where funding can be accessed, remote devices (e.g. laptops) and/or 4G connections will be sought, especially for disadvantaged children. Parents will be reminded to make the school aware of any barriers a child might have to accessing remote learning. All Saints' CE Primary School is using a range of online learning platform – primarily Class Dojo, Microsoft Teams (for live and recorded lessons) and Purple Mash. Your child has log-ins available to all platforms, where an overview of the tasks, videos and instructions can be found. You will find here an overview of lessons to be completed each day. It will provide learning across the curriculum and children will be expected to spend a similar amount of time completing this as they would spend learning in school.

### **Remote Learning – Statement of intent**

At All Saints' CE Primary School, we understand the requirement to deliver immediate access to remote learning for pupils who are self-isolating as a result of the COVID-19 pandemic. Teachers are expected to consider how to continue to improve the quality of education and plan learning that supports this. We recognise the importance of the learning and development of all our children including children in Early Years where we will seek to provide a broad range of thematic, play-based learning activities.

Remote Learning aims to support us:

- In the continuation of our school curriculum across all subjects.
- In planning for the educational needs of the children. Curriculum planning will be informed using assessment for learning.

Remote learning will be provided through Class Dojo, Teams and Purple Mash. All children will use their individual log-in details to access a range of work for the whole curriculum provided by their class teachers. Tasks and resources will be uploaded by class teachers each day, supported by a narrated video or live lesson for English and Maths. This is the input that the teacher would have delivered within the lesson. Some tasks may also include the resources and tools that are included on the Teams online platform. Children are expected to submit any completed tasks and teachers will provide feedback. Pupils upload their work to their portfolios on Class Dojo. The remote learning will reflect the lessons in that class. For example, there will be English and Maths lessons provided daily and the foundation work will link directly to the weekly timetable for that class group.

Consideration will be given to SEN children and teachers will ensure that appropriate work is provided for these children. Tasks and resources will be provided for children to work as independently as possible during the period of isolation.

Every effort will be made to contact the parents of children who are not accessing remote learning to attempt to identify if there is a reason why. Following these discussion, devices could be provided for these children to use during their period of isolation.

### **The Overview.**

The daily timetable will include:

- Maths – differentiated tasks, White Rose Maths and arithmetic tasks.
- English – A sequence of learning which begins with reading skills and then builds up to a piece of writing, including teaching of spelling punctuation and grammar as well as opportunities to see examples of writing as appropriate.
- Foundation subject- learning linked to the year group curriculum.
- Phonics –A lesson matched to your child’s phonics provision group followed by matched tasks as appropriate.

Year group	DETAIL
Early Years	<ul style="list-style-type: none"><li>▪ 4 x 30 minute sessions each day (Phonics, Literacy, Maths and Topic). Pre-recorded lessons via the class teacher. This will be uploaded to the Class Dojo wall and Microsoft Teams as a meeting for the live story.</li><li>▪ 1 x 20 minute Story and Rhyme Time each day</li><li>▪ Suggestions for further activities that you may do over the course of the week linked to the wider curriculum (including understanding of the world; communication and language; physical development; and art and design) will be provided on a weekly basis.</li></ul>
Key Stage One	<ul style="list-style-type: none"><li>▪ 3 x 1 hour sessions each day (English, Maths and Foundation subject).</li><li>▪ All documents can be found in the ‘files’ area of the Beech class Team.</li></ul>
Key Stage Two	<ul style="list-style-type: none"><li>▪ 3 x 1 hour sessions each day (English, Maths and Foundation subject). Live lessons via the class teacher.</li><li>▪ 1 x 20 minute Class Reader story (Live)</li><li>▪ All documents can be found in the ‘files’ area of the Elm and Oak class Team.</li></ul>

<p><b>Remote education plan:</b></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>Work packs and resources have been made available for pupils to use to evidence of their work. All classes have received their weekly timetable in these packs, as well as through the Class Dojo learning platform.</p> <p>No pupils have contacted the school to say they cannot access the internet or do not have any devices at home. Senior Leaders and teachers are in regular contact with pupils and have live interactions during online lessons.</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 can not access the work the rest of the class are doing.</p> <p>SEND pupils have all been offered the opportunity to be in school. Where this offer has not been taken up, we ensure these pupils are accessing their remote learning daily.</p>	<p><b>To help develop your remote education plan:</b></p> <p>Microsoft Teams</p> <p>Class Dojo</p> <p>White Rose Maths</p> <p>Spelling Shed</p> <p>Purple Mash</p>
<p><b>Communication</b></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>Regular phone calls by the Teachers and TA's to all parents.</p> <p>Teachers in weekly contact with vulnerable children</p> <p>Attendance monitored for online lessons and portfolios used for all work submitted after each lesson.</p> <p>Newsletters and staff briefings sent regularly</p>
<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>The school has systems in place to monitor the impact of remote education. Work is submitted online and collected in portfolios.</p> <p>Teachers and TA's in KS1 and EYFS work together in the class to teach pupils in school and support home learners with quieires they may have.</p> <p>Teachers in KS2 deliver an online lesson for home learners that is also accessed by school learning within the classroom. TA's support in-class learning, reducing workload for teachers.</p> <p>All staff are aware that they can email/call/inform the HoS if workload is a problem.</p> <p>HoS to implement any staff changes needed.</p>	<p>Regular communication with staff</p> <p>HoS monitoring home-learning attendance each day.</p>

<p><b>Home environment</b></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"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> </ul> <p>how to manage their time during periods of isolation</p>	<p>All Saints' has adapted our remote education provision depending on pupil's home environment. Learning is tailored towards access to platforms that our pupils have.</p> <p>All pupils have internet access. Pupils who might lack digital access to support the remote education provision will be supported by school.</p>	<p>The school will receive one additional Ipad from the DfE to support learning.</p> <p>Data can be supplied to families through a school application.</p> <p>Regular phone calls in order to support children understand their strengths and weaknesses in order to improve learning.</p>
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<p><b>Laptops, tablets and internet access</b></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 has spoken directly to parents who were not accessing home learning and Teams and Class Dojo access has been made available to all in order to minimise the impact on remote learning.</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> <p>Weekly phone calls by teachers and TA will outline those families who have technology requirements.</p>
<p><b>Supporting children with additional needs</b></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 SEND and vulnerable pupils have been offered the opportunity of a school place.</p> <p>Children with needs that are usually supported in class are receiving differentiated work if they are unable to access the work that has been set for the rest of the class.</p>	<p>Oak National Academy provides resources for teachers to support children with additional needs.</p> <p>Teachers tailor remote learning to include access to differentiated work/choices of challenge and this is evident through teaching input and differentiated learning tasks.</p> <p>Teachers and TA's are communicating with the parents of these pupils each week.</p>
<p><b>Monitoring engagement</b></p> <p>The school has systems for checking whether pupils are engaging with their work, and informs parents</p>	<p>School checks daily whether pupils are engaging with their work through the Class Dojo portfolios. School will inform parents and carers immediately where engagement is a concern.</p>	<p>Teachers and TA's to make weekly phone calls to check any concerns around work.</p>

and carers immediately where engagement is a concern.	Teachers provide daily feedback to the children through feedback on Class Dojo.	<p>Parents are aware they can contact staff in school at any time if need be.</p> <p>Parents complete surveys to give school feedback on remote provision, giving opportunity to discuss learning and suggest change.</p>
<p><b>Minimum provision</b></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"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> </ul> <p>Key stages 3 and 4: 5 hours a day</p>	<p>All pupils in school and at home will receive their appropriate length of lessons and a range of curriculum foundation subjects.</p> <p>EYFS: 3 hours per day + story time and live social interaction sessions (20mins)</p> <p>KS1: 3 hours per day + story time and live social interaction sessions (20mins)</p> <p>KS2: 4 hours per day (3 live lessons + story time and live social interaction sessions)</p>	<p>Staff are aware of remote education expectations from the government.</p>



<p><b>Curriculum planning</b></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, with Maths and English/Phonics taught each morning and the wider curriculum subjects taught in afternoons.</p> <p>Forest school will be accessed by all pupils during the period of lockdown.</p>	<p>Microsoft Teams</p> <p>Class Dojo</p> <p>White Rose Maths</p> <p>Spelling Shed</p> <p>Purple Mash</p> <p>Timetable Rockstars</p> <p>Forest School Provision</p>
<p><b>Curriculum delivery</b></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 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.</p>	<p>The school has a good system in place to support our remote learning.</p> <p>Our remote learning includes recorded lessons for EYFS and KS1 pupils, mixed with live sessions for reading. In KS2 we teach live lessons throughout the curriculum.</p> <p>School is using their systems to support effective communication and accessibility for all pupils, including Microsoft Teams, Class Dojo and e-mail/text messaging communications.</p>	<p>Live lessons</p> <p>Recorded lessons</p> <p>White Rose Maths animation powerpoints</p> <p>Story time by our teachers</p> <p>Worship sessions provided by the diocese</p>
<p><b>Assessment and feedback</b></p> <p>The school has a plan in place to gauge how well all</p>		<p>Weekly phone calls – feedback to parents</p>

<p>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>The school has a good plan in place to gauge how well all pupils are progressing. The school provides written feedback to each piece of work submitted to a child's online portfolio. Teachers in KS2 provide live feedback during lessons and assess pupil understanding using the chat function, where pupils can type in answers and interact with their teacher.</p>	<p>Class Dojo portfolios – feedback to the children</p>
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<p><b>Effective practice</b></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><b>Staff capability</b></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 trained on using Microsoft Teams in order to deliver lessons and support the use of digital tools and resources eg Screen share function for powerpoint slides.</p>	<p>Microsoft Teams training delivered to teaching staff.</p>

Where possible, the training provided is sustained and interactive to ensure staff continue to support effective teaching practice remotely.		
<b>Strategic partnerships</b>  The school is sharing best practice and making best use of capacity across schools to address any known gaps.	The school works as part of a Multi Academy Trust. This includes the sharing of knowledge and skills across all schools.	Multi Academy Trust  IT Partnership with Eservices
<b>Realistic expectations of pupils, parents and carers</b>  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).	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. Teachers provide instant communication with parents through Class Dojo messages when support is needed.  Information regarding remote learning can be found on the school website  Children understand how they can participate in remote learning.  HoS to inform parents on the expectations on how many hours they should be learning.	Calls home  School website to be updated regularly.  Office staff to pass on any messages to class teachers.  Ongoing communications through e-mail and newsletters.
<b>School community events</b>		Live Microsoft Teams session at the end of the day.

<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>Each pupil participates in a live interaction at the end of each day. This is used for reading, show and tell, social interactions between teachers and pupils.</p>	
<p><b>Ensuring safety</b></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>
<p><b>Online safety</b></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 through One Decision PSHE resources.</p> <p>HoS to call parents when needed to ensure safeguarding protocol is followed.</p>	<p>One Decision PSHE resources</p>
<p><b>Wellbeing</b></p>		<p>Phone calls home</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 class teacher 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>	Good communication
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	Data management systems in place.	
<p><b>Behaviour and attitude</b></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. Chat communication is monitored by teacher during live lessons and incidents of behaviour are reported to HoS.</p>	

