

ADDITION TO THE SDP – REMOTE LEARNING	Team: Senior Leadership Team, Leah Huddleston, David Sanderson	
Why?	What?	Main barriers ...
<p>Due to COVID 19, the need to develop a robust approach to remote learning has become necessary for schools. 'Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the DfE expect schools to have the capacity to offer immediate remote education.'</p> <p>The remote learning offer provided by the school has developed and changed during the 2020- 2021 period. As a result of the National lockdown period from 4th January 2021, the majority of children were required to learn at home. Therefore the school extended its offer for parents to access the online platform Seesaw, pre-recorded video content from teachers and recommended educational resources such as White Rose Maths, 'live' sessions including small and 1:1 tuition and printed learning packs. This offer had been extended from the previous offer provided at the last lockdown period. The school has continued to remain open to pupils classed as vulnerable and those of critical workers.</p> <p>The monitoring and evaluation of the remote learning offer by the school including the leadership and Governors needs to remain a priority to assess and evaluate its effectiveness. The impact of the COVID-19 pandemic on teaching and the curriculum needs to continue to remain a priority as from the full re-opening of schools on 8th March 2021 and will form an essential part of school development planning.</p>	<p>To develop robust remote education provision for all pupils to access.</p> <p>Team: Senior Leadership Team, Danielle Edwards (Remote learning lead)</p> <p>Leah Huddleston, David Sanderson (Governing Body)</p>	<ul style="list-style-type: none"> • The young age of infant school children and the impact this has on their ability to learn remotely (including concentration periods and ability, well-being and access to 'live' sessions). • Safeguarding of pupils and staff (when using • Barriers to access: <ul style="list-style-type: none"> -Many households have limited and insufficient internet access. -Many children do not have access to a device other than a parental SMART phone. -Many households do not have multiple devices to enable all siblings to learn at the same time. • Parental understanding of concepts and confidence in delivering home learning resulting in misconceptions being formed. • Some staff do not have familiarity with online systems for teaching and further CPD will be required especially for support staff. • Balancing workload specifically for teaching staff where singular cases are self-isolating and also where staff members become ill from Covid. • Shortage of staffing due to Covid may reduce the school's ability to deliver the learning offer/contribute to greater workload for others. • Mental health and well-being of parents, pupils and staff. • Balancing the teaching of groups of children attending school alongside providing high quality remote learning for children at home. • Offer to pupils classed as lowest 20% and the access to specific teaching and learning interventions such as phonics catch up, reading support.

Relevant findings and research ...

Many documents on supporting remote education have been published since the pandemic began. The schools remote learning plan and strategy has been developed using high quality research documents alongside CPD opportunities provided by specialists such as the Early Excellence Centre. The needs of the school and its children and families were in the forefront of all decisions made. The remote learning plan will adapt and change according to the needs of our children and their families. The following 5 principles defined by the EEF in their 'Rapid evidence assessment: Distance learning' were explored by teachers and applied when designing the remote learning offer. These were:

1. *Teaching quality is more important than how lessons are delivered*
2. *Ensuring access to technology is key, particularly for disadvantaged pupils*
3. *Peer interactions can provide motivation and improve learning outcomes*
4. *Supporting pupils to work independently can improve learning outcomes*
5. *Different approaches to remote learning suit different types of content and pupils*

The following research articles were also used:

- *Home learning in the early years by Julian Grenier*
- *Teaching young children remotely (American based study)*
- *Taking a look at the myriad of remote learning options for early years*
- *Teacher quality and subject focus through remote learning/ Make every lesson count*
- *Remote learning understanding over coverage*
- *Communicating with family's tips for schools/ Managing the transition*
- *What's working well in remote education?*
- *NFER pupil engagement overview deprivation/ Pupil engagement in remote learning NFER*
- *Best evidence for supporting students to learn remotely*
- *Pedagogy trumps format*
- *Distance learning through the lens of disadvantaged pupils*
- *Supporting pupils with SEND online*

Outcome ... How will this look?

- The school has in place a robust remote learning offer for all pupils. Pupils at home are offered with the same curriculum as those attending the school. All areas of the curriculum are covered by the remote learning plan with a focus on the fundamental areas of English and Maths. The remote learning offer is pitched to the child's learning needs, curriculum coverage and pupils with SEND and those classed in the lowest 20% group are also catered for well.
- Pupils and their families are engaging well with the remote learning offer and parental feedback is positive. Pupils receive regular high quality feedback from teachers which is helping to consolidate learning and
Where engagement is low the school has clear systems of monitoring and then intervening to increase engagement and these are having an impact.
- The remote learning offer will be communicated to stakeholders and the school will fulfil the legal requirement to provide information on the school website.
- Pupils' mental health and well-being remains a key priority and the remote learning offer caters also for this.
- After the isolation period, pupils re-engage well with their learning and a broad and balanced curriculum is taught. As a result of the school's remote learning offer and the use of the catch up funding pupils continue to make progress, gaps and misconceptions are addressed quickly and the curriculum is tailored to the current needs and stage of the pupils.

Wave 1 Single person self-isolating	Wave 2 Class/bubble isolating	Wave 3 Partial/Full closure
Pre-prepared learning pack for all phases based on a high-quality text.	Basic pre-prepared learning pack for all phases and abilities prepared for children to take home/collect at a safe distance.	Basic pre-prepared learning pack for all phases prepared for children to take home/collect at a safe distance.
Pre-recorded video resources uploaded to Seesaw ready to be assigned to individual children isolating Inc. Phonics, Literacy, Maths and a wider curriculum subject.	SLT/ Pastoral team to allocate loan devices based on survey results. Pastoral team to organise delivery of devices.	SLT/ Pastoral team to allocate loan devices based on survey results. Pastoral team to organise delivery of devices.
Teachers to provide feedback on Seesaw every other day where possible.	Previous teaching available for children on day one of isolation to use as a recap. Teacher to record literacy sessions and publish these each day alongside white rose maths and oak academy. Teachers to provide feedback on Seesaw every day where possible.	Previous teaching available for children on day one of closure to use as a recap. Teachers to record literacy sessions and publish these each day alongside white rose maths and oak academy. Teachers to provide feedback on Seesaw every day where possible.
Allocated slot for a member of the pastoral team to call pupils who are isolating at least once a week and for vulnerable pupils more often to read.	Allocated slot for TA to call pupils who are isolating at least once a week and for vulnerable pupils more often to read.	Allocated slot for TA to call pupils who are isolating at least once a week and for vulnerable pupils more often to read.
Excel spreadsheet recording self-isolation/contact etc	A mixture of live teaching sessions delivered this is to include: 1:1 catch up Small group intervention Whole class sessions Learning clinics	A mixture of live teaching sessions delivered this is to include: 1:1 catch up Small group intervention Whole class sessions Learning clinics Whole school sessions
If a child is FSM food hamper/voucher to be organised by admin.	Pupils not engaging in reading/seesaw will be monitored by the teacher and contacted by the SLT/pastoral team.	Pupils not engaging in reading/seesaw will be monitored by the teacher and contacted by the SLT/pastoral team.
	If a child is FSM food hamper/voucher to be organised by admin.	If a child is FSM food hamper/voucher to be organised by admin.

Success criteria:	Improvement targets (What)	Action (How)	Timescale (When)	Persons responsible (Who)	Monitoring
<p>The school will have a robust remote learning plan that meets the needs of all children experiencing an isolation period due to Covid-19.</p> <p>As a result children will continue making progress on their learning journey and this will mean no child falls behind as a result of national restrictions.</p>	Pre-prepared learning pack for all phases based on a high-quality text.	<p>Each year group to prepare a master pack for pupils working at, below or above ARE.</p> <p>Masters of these packs to go to the school office.</p> <p>Admin team to copy packs when necessary for LM to deliver.</p>	<p>28/09/2020</p> <p>Ongoing</p>	<p>EY/Y1/Y2 teachers</p> <p>Admin</p>	SLT/Admin/LM
	Basic pre-prepared learning pack for all phases prepared for children to take home/collect at a safe distance.	<p>Each year group to prepare a master pack of basic resources such as a work book and pencil for pupils.</p> <p>Admin team to prepare these in bulk ready for closure.</p>	<p>Ongoing</p>	<p>Year group teams</p> <p>Admin</p>	SLT
<p>Due to ongoing teaching and live sessions children will return to school following isolation periods mentally healthy and ready to learn as a result.</p> <p>Children continue to make good academic progress in this academic year.</p>	Pre-recorded video resources uploaded to Seesaw ready to be assigned to individual children isolating Inc. Phonics, Literacy, Maths and a wider curriculum subject. (Self isolating)	<p>Teachers to film literacy sessions and upload content from approved sources e.g. white rose maths.</p>	<p>11/01/21</p>	<p>Teachers</p>	SLT
	Allocated slot for a member of the pastoral team to call pupils who are isolating at least once a week and for vulnerable pupils more often to read. (Self isolating)	<p>LM and SLT to check weekly excel self-isolation document and organise frequency of contact.</p> <p>LM to update the spreadsheet with contact made.</p>	<p>28/09/2020</p> <p>Ongoing</p>	<p>LM</p> <p>SLT</p>	Admin

Allocated slot for TA to call pupils who are isolating at least once a week and for vulnerable pupils more often to read. (Bubble closure)	TA to complete the reading monitoring log for their class. Any children who are not engaging to be fed back to teacher to contact.	11/01/21 Ongoing for class/Year group/ School closure		
Excel spreadsheet recording self-isolation/contact etc	Office to make and update.	25/09/20 Ongoing	Admin	SLT
If a child is FSM food hamper/voucher to be organised by admin.	Office to organise using spreadsheet.	25/09/20 Ongoing	Admin	SLT
Teacher to record literacy sessions and publish these each day alongside white rose maths and oak academy. Teachers to provide feedback on Seesaw every day where possible.	Teachers to film literacy sessions. Teachers to upload maths and wider curriculum using other resources. Teachers to feedback on core subjects.	11/02/21	Teachers	SLT
A mixture of live teaching sessions delivered this is to include: 1:1 catch up Small group intervention Whole class sessions Learning clinics	1:1 catch up to take place twice a week. Small group intervention the same. Whole class sessions at least once a week. Learning clinics twice a week	22/02/21	Teachers	SLT
Pupils not engaging in reading/seesaw will be monitored by the teacher and contacted by the SLT/pastoral team.	Weekly SLT monitoring and RAG rating. Contact followed by SLT/LM.	Ongoing		

	SLT/ Pastoral team to allocate loan devices based on survey results. Pastoral team to organise delivery of devices.	Survey to be sent to all families. Survey results to be reviewed with DSH and key families identified. Excel spreadsheet of who needs a device in case of isolation. Home loan agreement to be made.	22/02/21	SLT Pastoral Admin	SLT
	Website to reflect remote learning offer and contain all statutory documents outlined by the DFE. Remote learning policy completed and shared with governors	The Education (Coronavirus, Remote Education Information) (England) (Amendment) Regulations 2021 come into force on 12 February 2021 and update the existing legislative requirements for schools to publish details about their in-school curriculum.	08/02/21	SLT	Governors
	Tips for successful home learning created and published.	Staff to film children in school and at home and support them in making some top tips for their friends at home.	08/03/21- Put in place with children when return (video)	ED	DE
	SLT to plan and deliver a governors learning morning as part of pupil and standards committee meeting.	Filmed teaching sessions Filmed live sessions including catch up and well-being sessions Quotes from children and parents about the home learning offer.	25/03/21	DE	AS
	TAs & HLTAs to access Seesaw-	Individual teachers to provide access to all TAs so they can see the seesaw content and support families where possible.	22/02/21	ED	DE
	Newsletters to be emailed to staff	Staff to receive a copy of the newsletters sent to parents to ensure communication remains strong across the school.	22/02/21	SBM	SLT

	Continue to promote the school and the successes of remote learning through twitter.	DE/ED to continue to add to the school Twitter page regularly. Promoting events in school, sharing good examples of home learning.	22/02/21	DE/ED	AS
	Subject leadership monitoring of their subject- evidence of content which is available via Seesaw	Subject leaders to look at provision for their subject across the school. SL to explore coverage and cross reference with whole school progression planning. SL to save good examples as evidence. Subject leaders to feedback to teachers/address any gaps.	08/03/21	All subject leaders	SLT
	Ensure the remote learning offer caters for pupils with SEN linked to their own learning targets.	Teachers to identify which children need an individualised provision. Teachers to use the EHCP/MSP/IEP to identify what the child needs to focus on. Use of shared resources such as phonics and allocation of these to pupils. SENCO to monitor the remote offer for SEND children.	26/03/21	Teachers	SENCO
	To further explore the SEN resources/software available to support home learning.	SEND team to explore different softwares available which will support SEND pupils with their learning targets. SEND team to share these with the teaching team. SEND team to monitor and evaluate the effectiveness.	26/03/21	Teachers	SENCO

	SLT and teachers to build on the teaching provision for PSED/RHE and Collective Worship.	Pre-recorded collective worships to be filmed for remote learning. RHE sessions to be delivered in school and at home. RHE newsletter written and sent to all families half termly. Live sessions to promote PSED/mental health and well-being implemented by each year group e.g. dough disco, dance into the weekend.	22/02/21	Teachers SLT	AS/DE
	Ongoing CPD for teachers inc training delivered by external providers.	CPD opportunities shared with staff when relevant. Admin to book CPD sessions. Staff to deliver training based on their CPD session for Teachers, HLTAs and TAs.	Ongoing	NA - Organise EYFS training ED - Organise Y1 training LB - Organise Y2 training	SLT
	Introducing motivational initiatives to the home learning offer, star of the session, awesome achievements in candle time.	Teaching team to discuss what incentives could be used. Year groups to agree on a consistent initiative to implement across their year group. Teachers to monitor how this is received by children and families.	08/03/21	Teachers	SLT
	Share safeguarding updates for parents on newsletters.	Regular safeguarding updates for parents. Staff and families aware of current safeguarding issues. Children and families supported to stay safe when accessing online learning.	Ongoing	SLT	AS

	Staying safe online sessions delivered	RHE planned sessions for staying safe online to take place in school and at home. Participation in national events such as SID. Through responses to questions pupils show a good, age appropriate understanding of how to stay safe online.	08/03/21	Teachers	DE
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