



Creative

Curious

Healthy

Empathetic

Ambitious

DREAM. BELIEVE. ACHIEVE

# Barnfield Primary School

January 2021

## Remote Learning Framework Action Plan

This was taken from the DFE Remote Learning Guidance and Template.

DfE expectations – RAG	What we are currently doing	Next steps to further improve
<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>Linked senior leader for each phase – weekly meetings.</p> <p>Senior Leader is responsible for maintaining high expectations and standards during remote learning</p> <p>Y1 – 6 send out timetable for children to follow on Goggle Classroom</p> <p>SEND / LA / EAL pupils to be given differentiated work if they cannot access the work the rest of the year group are doing.</p> <p>All children in school will be taught the same curriculum as the children at home.</p>	<p>Consistent tracking device to monitor engagement and the quality of work being turned in.</p> <p>Tracking device to monitor the participation of PP children</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 through:</p> <p>Weekly briefing with staff</p> <p>Email updates for staff</p>	<p>Biggest barrier - Key communication to be translated – develop bank of adults to be able to do this / invest in transcribing app?</p>

	<p>Google documents – 'live'</p> <p>Parents</p> <p>Letters – parenthub / arbor</p> <p>Weekly School Newsletter</p> <p>Looms</p> <p>Tapestry</p> <p>Google Classroom</p> <p>Phone calls home</p> <p>Text messages</p> <p>Direct emails</p>	<p>Ensure all adults are using arbor to record conversations.</p> <p>How are senior leaders monitoring this??</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>Split teams – rotas in place for year groups. Some colleagues not on the rota and WFH due to their situation / medical needs.</p> <p>Open door policy</p> <p>Well-being check ins with staff off sick</p> <p>Senior leader holding weekly phase meetings to monitor workload / staff changes.</p> <p>Protocols in place for notifying absence</p>	<p>Stakeholders survey</p> <p>Line managements 1:1s?</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> <li>• how to manage their time during periods of isolation</li> </ul>	<p>Timetable to help continue routines / support children</p> <p>Flexible learning for parents who are WFH / shared devices</p> <p>Devices available for children / families who require (waiting list)</p> <p>Where language is a barrier – families asked to come in for face to face meeting to show how to use device / access platform</p> <p>Weekly workshops for parents – attainment and social</p> <p>Well-being surveys for children</p>	<p>More devices for families</p> <p>Data to be supplied to families</p> <p>Stakeholder's survey</p> <p>Workshop for parents and children on self-regulation</p>
<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</p>	<p>Families are encouraged to use devices where possible instead of paper packs. School to support.</p> <p>Devices have been shared</p> <p>Waiting list in operation where siblings are sharing</p>	<p>Stakeholders survey</p> <p>Donated laptops – email to staff and Governors and local organisations??</p> <p>Dongles to be circulated</p>

<p>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>Surveys completed to identify immediate needs and priorities</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, <b>have the right structures and provision in place</b> to help remote education.</p> <p>This includes <b>guidance for parents and carers on how to effectively support remote education</b>, and <b>ensuring pupils have access to the right hardware and software to support their needs</b>.</p>	<p>3 out of 6 children with EHCPs are in school. Others receive daily interventions and support from staff.</p> <p>Teachers are setting appropriate work for children to access.</p> <p>Priority readers being heard daily on Bug Club</p> <p>Priority children are receiving targeted support for Literacy and Maths.</p> <p>HLTA and additional teachers are providing interventions daily. These include nurture groups, handwriting, reading and times tables.</p> <p>All SEND families are being contacted by staff</p> <p>1:1 allocated support for any child with an EHCP choosing to be at home</p> <p>SLT, OT, BICs, AAT working with teachers and families</p> <p>Teachers have contacted families to discuss support plans and relevant support</p> <p>Children with EAL being supported in small groups by EMAG team</p> <p>Information from borough forwarded onto parents</p> <p>All children have access to Google Classroom/Tapestry</p>	<p>Tracking of engagement and progress of disadvantaged pupils</p> <p>Ensuring all children consistently attend interventions</p> <p>Formal introduction of 'help me' sessions to be implemented across the school</p> <p>Additional coaching and support for parents of children with additional support</p>

	Pastoral support given by pastoral leader and welfare callers	
<b>Monitoring engagement</b>  The school has systems for checking whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern	<b>System in place</b>	Is the process being consistently applied across all year groups – if not, what are the barriers? How do we support families not engaging?
<b>Minimum provision</b>  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"> <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> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	All pupils in school and at home receive their appropriate length of lessons and a range of subjects.  New objectives being taught.  Staff utilising a range of platforms to enhance offer	Monitoring of coverage by SLT link  Stakeholders survey
<b>Curriculum planning</b>  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	The remote curriculum is the same as the in school provision.  Teachers and subject leaders are adjusting the MTP where remote teaching makes it harder / impossible for children to access the objectives.	Continue with daily analysis sheets to track curriculum objectives and Afl

<p>that is similar but adapted or one that is completely different.</p>	<p>AHT overseeing any changes on the long term plan</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 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>Children able to access a range of online resources to support learning.</p> <p>Teaching input is pre-recorded using loom and staff encourage pupils to pause and reflect at key points.</p> <p>Retrieval opportunities planned for.</p> <p>Morning meets allow teachers time to introduce tasks for the day, provide feedback.</p> <p>Live story time planned</p> <p>Videos uploaded onto Tapestry</p> <p>Live reading / interventions / 'help me' opportunities</p>	<p>Develop live opportunities for EYFS</p> <p>Develop 'help me sessions'</p>
<p><b>Assessment and feedback</b></p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p>	<p>Daily written / oral feedback for core learning for Y1 – 6</p> <p>General comments for foundation</p> <p>Individual comments for EYFS pupils via Tapestry</p>	<p>Introduction of Learning by Questions for year groups 3-6</p> <p>Introduction of more quiz based tasks</p>

The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	All phone calls made by staff uploaded onto child's personal arbor platform	
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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>	Teaching staff are aware of resources available to support remote learning	Participation in Barnet's BLP will further enhance understanding and opportunities
<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>Where possible, the training provided is sustained and interactive to ensure staff continue to support effective teaching practice remotely.</p>	<p>Staff have access to the digital resources and devices if required.</p> <p>Staff have received training to use digital resources.</p> <p>Looms created for new resources.</p> <p>Staff able to virtually receive support if struggling to access</p>	<p>Stakeholders survey</p> <p>Check in at Phase meetings</p>

<p><b>Strategic partnerships</b></p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps.</p>	<p>Sharing of information across WEBB partnership.</p> <p>Participation in the BLP project</p> <p>Use of social media to help further develop understanding.</p>	<p>Feedback from BLP project</p>
<p><b>Realistic expectations of pupils, parents and carers</b></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 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>Information is included as part of remote learning policy</p> <p>Regularly updated and communicated to parents via phone calls, texts, emails, letters, newsletter, Tapestry and Google classroom</p> <p>Workshops for parents have also been held and are planned for</p>	<p>Translation of key documents into top 5 spoken languages</p> <p>Sharing of children's protocols – include number of hours expected to work</p> <p>Further workshops planned</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of</p>	<p>Y1 – 6</p> <p>Meet every morning / Story time every afternoon</p>	<p>Develop opportunities for EYFS – story time / sing along</p>

<p>community and belonging, especially disadvantaged and SEND pupils.</p>	<p>Weekly phase assemblies</p> <p>Targeted interventions</p> <p>Currently developing social opportunities</p>	<p>Develop social interactions – quizzes etc across year groups</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><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</p>	<p>Reminder to be circulated to children and parents</p>
<p><b>Wellbeing</b></p>		<p>EYFS – well being bi-weekly survey</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>Y1-6 Daily well being survey – staff follow up comments appropriately. Any concerns raised with Safeguarding team</p> <p>Designated 1:1 time for all EHCP children not in school?</p> <p>Food market being facilitated within school community</p>	<p>Designated 1:1 time for all EHCP children not in school?</p>
<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>	<p>In place</p>	
<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.</p> <p>Message reinforced in daily meets and assemblies</p>	<p>Children's protocols clearly outlines behaviour expectations</p>



