

South Hiendley
Remote Learning Plan 2020-21

Individual 14 day isolation	Closure of a class or phase bubble	Whole School Partial Closure	All Stakeholders
To develop the weekly learning menu so that it can be used as a planning tool and ready for immediate delivery/collection so no learning is lost	Continuity of teaching plan in place for delivering remote learning should the teacher be affected and unable to work from home	Survey in place to show each families connectivity and number of devices per household allows the school to target support where it is needed	Teachers and support staff are well trained on platforms to be used and can use them confidently
Allocated slot for learning mentor to call pupils who are isolating at least once a week and for vulnerable pupils more often	Remote learning menu to be placed online each week that mirrors learning that would have taken place in that bubble (daily Maths, Reading and English plus the appropriate wider curriculum block and science)	Information in readiness to access DfE schemes to deliver 4G and devices to families in need means that this can be activated swiftly	As a result of agreeing learning and online protocols with pupils, staff and parents, online learning is effective and safe
Continuity of education plan in place should a teacher or 1:1 support staff member be told to isolate for 10 days	Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well being in place through Class Dojo and Zoom	Identification of key families to provide loaned school devices for so that no child is left behind	Remote learning protocols added to our safeguarding policy ensure all stakeholders understand how to undertake this activity safely
	All Pupils who do not access live sessions are contacted by the support staff member and or learning mentor for 1:1 discussion and check in.	Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and	Agreed protocols for work submission electronically and adult response in place so that pupils continue to get appropriate feedback

		well-being in place through Class Dojo and Teams	
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Barriers to providing an education at home:

Many households do not have good internet access

Many households do not have multiple devices to enable all siblings to learn at the same time

The school does not have strong IT infrastructure and needs investment to enable online live interaction at scale

Some staff do not have familiarity with online systems for teaching

Staff who are teaching a full class in school have little time to also teach pupils who are isolating remotely

Shortage of staffing due to Covid may reduce the school's ability to deliver the learning offer

Increase the effectiveness of the remote education offer:

To develop the weekly learning menu so that it can be used as a planning tool and ready for immediate delivery/collection so no learning is lost

Continuity of teaching plan in place for delivering remote learning should the teacher be affected and unable to work from home

Survey in place to show each family's connectivity and number of devices per household allows the school to target support where it is needed

Teachers and support staff are well trained on platforms to be used and can use them confidently

Allocated slot for learning mentor to call pupils who are isolating at least once a week and for vulnerable pupils more often

Remote learning menu to be placed online each week that mirrors learning that would have taken place in that bubble (daily Maths, Reading and English plus the appropriate wider curriculum block and science)

Information in readiness to access DfE schemes to deliver 4G and devices to families in need means that this can be activated swiftly

As a result of agreeing learning and online protocols with pupils, staff and parents, online learning is effective and safe

Continuity of education plan in place should a teacher or 1:1 support staff member be told to isolate for 14 days

Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well being in place through Class Dojo and Teams
 Identification of key families to provide loaned school devices for so that no child is left behind
 Remote learning protocols added to our safeguarding policy ensure all stakeholders understand how to undertake this activity safely
 All Pupils who do not access live sessions are contacted by the support staff member and or learning mentor for 1:1 discussion and check in.
 Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well-being in place through Class Dojo and Teams. Agreed protocols for work submission electronically and adult response in place so that pupils continue to get appropriate feedback

Improvement Targets (What?)	Actions: (How?)	Timescale (When?)/Cost	PersonResp. (Who?)	Monitoring
To develop the weekly learning menu so that is can be used as a planning tool and ready for immediate delivery/collection so no learning is lost	Collate appropriate packs of learning for maths English and the wider curriculum based on gap analysis Utilise resources such as the CPG work books Create a master copy of each pack to be held in the school office As each child is known to be isolating school office to notify class teacher and learning mentor for that phase. Learning mentor to take a copy of the correct pack and deliver to that family	Weekly	All Class Teachers	SMT
Allocated slot for learning mentor to call pupils who are isolating at least once a week and for	Learning mentor to use attendance slot to call each isolating child at least once per week and vulnerable children more often than that All calls to be logged on CPOMs	Weekly	Learning Mentor	Safeguarding Team

vulnerable pupils more often	All vulnerable children calls or calls where concerns are noted to be logged on CPOMs			
Continuity of education plan in place should a teacher or 1:1 support staff member be told to isolate for 14 days	<p>If the class teacher is told to isolate, the Support Member of staff will continue to teach that class with the support and guidance of their phase leader and the DHT</p> <p>Where possible and capacity allows, a second support member of staff from the phase bubble will be deployed to work with them</p> <p>Where a 1:1 needs to isolate it is possible that the child will also need to isolate as a close contact. Where this is not needed the support member of staff from that bubble will step into the 1:1 role</p>	As and when	All Staff	SLT
Continuity of teaching plan in place for delivering remote learning should the teacher be affected and unable to work from home	Where the teacher cannot deliver remote learning for a class from home, the support member of staff will take over under the direction of the phase leader and DHT	As and When	All staff	SLT
Remote learning menu to be placed online each week that mirrors learning that would have taken place in that bubble (daily	Class teachers to plan as normal the learning to be delivered. Current planning should be followed to deliver maths and English lessons each day either through Oak Academy, or a voiced PPT. Plans should be followed for Science and wider curriculum subjects through Oak academy, BBC bitesize and voiced PPTs	Weekly	All Staff	SLT

Maths, Reading and English plus the appropriate wider curriculum block and science)	Live Team calls should be used to have daily check ins with the class or with groups of pupils. These should be at times that do not clash with any other class to avoid issues in the home with sharing devices. These will include registering the child accessing learning that day and providing a drop in clinic for any questions that arise from the learning set for that day. Team or seesaw will be used for a class story slot each day			
Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well being in place through seesaw and Teams	See above	Weekly	All Teachers	SLT
All Pupils who do not access live sessions are contacted by the support staff member and or learning mentor for 1:1 discussion and check in.	From the register taken, pupils who have not been spoken to and seen will be listed and names shared with the learning mentor. The learning mentor will call parents to check why and agree a way forward and support where needed.	As and when	Class Teachers	SLT
Survey in place to show each families	Class dojo sent out in the first month of school to assess connectivity and number of devices in each household. This to include type of devices available	By end of Sep 2020	Class Teachers	SLT

connectivity and number of devices per household allows the school to target support where it is needed	Results to inform DfE programmes for 4G and Devices			
Information in readiness to access DfE schemes to deliver 4G and devices to families in need means that this can be activated swiftly	GW to have ready the lists of pupils who are disadvantaged and need 4G and devices in the event of a local lockdown GW to send the information to the DfE as soon as the lockdown is announced	By end of Sep	All Teachers	SLT
Identification of key families to provide loaned school devices for so that no child is left behind	Computing leader to identify all old devices that still work and have charging cables Computing leader to liaise with GW to set up a loan scheme of these devices in a local lockdown. All devices loaned must be logged and recorded. GW and Computing leader to ensure that devices are collected after any lockdown is lifted.	End of Sep	All Teachers	LS
Mixture of voiced lessons, Oak academy lessons, and live teacher sessions	See above			

to support understanding and well-being in place through seesaw and Teams				
Teachers and support staff are well trained on platforms to be used and can use them confidently	All staff to continue to use Class Dojo/seesaw as a communication tool Use Class Dojo/seesaw to deliver homework over the term as a practice opportunity in readiness for any lockdown	On going	All staff	SLT
As a result of agreeing learning and online protocols with pupils, staff and parents, online learning is effective and safe	Agree with staff and parents the requirements for online sessions <ul style="list-style-type: none"> - Suitable room not a bedroom or bathroom - Suitable clothing, not pyjamas - Muting when listening to the teacher Finding a quiet space where there are no pets etc to distract	As and when	All staff	SLT
Remote learning protocols added to our safeguarding policy ensure all stakeholders understand how to undertake this activity safely	Safeguarding policy updated to include remote learning protocols Shared with staff and training given	By end of Sep 2020	All staff	SlT
Agreed protocols for work submission	Agree ways of submitting work through seesaw and Teams	Weekly	Class Teachers	SLT

electronically and adult response in place so that pupils continue to get appropriate feedback	Agree the expected response format with staff Review and refine to ensure manageable and meaningful			
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