

Dane Bank Primary School



Remote Learning Framework

Completed 25.01.21

Will be reviewed and updated as necessary.

Associated documents (all available on our website):

- Remote Learning Policy
- Remote Learning Offer document
- Microsoft Teams Parents' Guide

Framework

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><u>Remote education plan</u></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>	<ul style="list-style-type: none"> Remote Learning plan in place and policy written. Remote Learning offer document complete and on website Senior Leader named with responsibility – Joanne Lennon (DHT) 	<ul style="list-style-type: none"> COVID-19 section of website in process so all documents are easy to access. Consistency across year groups with offer. Consider more bespoke 	4	<p>To help develop your remote education plan:</p> <ul style="list-style-type: none"> Microsoft Teams Oak Academy White Rose Maths Purple Mash Times Tables Rockstars

<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>	<ul style="list-style-type: none"> • Current provision meets expectations, i.e. – quantity of work and all year groups upload their weekly timetable before the end of the week to show the offer for the following week. • Use of Microsoft Teams as a learning platform. • All children in school will be taught the same curriculum as those at home - planned curriculum continues for all. • Work is differentiated appropriately and areas of challenge are identified in assignments. 	<p>arrangements for SEND pupils that are not in school.</p>		<ul style="list-style-type: none"> • Support from Miss Kent (One Education Music Service) • Support from Trust Computing Lead
<p><u>Communication</u></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<ul style="list-style-type: none"> • All Governors, staff, parents and carers are aware of our approach and arrangements for remote learning. • Governors given remote learning update at January LGB meeting 	<ul style="list-style-type: none"> • Continue to consider best support for children/families struggling with the demands of remote learning, e.g. – non-screen day/additional loaned devices 	<p>4</p>	<ul style="list-style-type: none"> • Timetables shared weekly in advance of upcoming work. • Phone calls home to children showing less engagement with learning in order to offer support. • Remote learning offer on website

	<ul style="list-style-type: none"> • Parents received a parents' guide and log in information for Microsoft Teams • Regular staff meetings to discuss/amend/adapt and improve remote learning provision. 	<ul style="list-style-type: none"> • Consider welfare/support calls home to all families • COVID-19 section of website in process 		<ul style="list-style-type: none"> • All letters/guidance on website for easy access. • Regular communication via text/letter to share updates/changes. • Teachers available throughout the day via Microsoft Teams to support parents/children with learning.
<p><u>Monitoring and evaluating</u></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • 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"> • Systems are in place to monitor the impact of remote education. • Teachers are class-based for half the day and then spend half the day dedicated to remote learning. This supports with unavoidable additional workload. • Computing Teacher and Music Teacher are providing weekly remote learning lessons – this takes workload away from Class Teachers. • JL leading regular meetings with teaching staff to discuss 	<ul style="list-style-type: none"> • Continue to work on exploring avenues to reduce workload where possible. 	4	<p>Guidance below utilised for all planning:</p> <p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce • remote education good practice <ul style="list-style-type: none"> • Regular communication with staff. • Regular review of risk assessment/provision arrangements by AT/JL.

	<p>arrangements and feedback.</p> <ul style="list-style-type: none">• All staff are aware they can email/speak to AT/JL if there are any issues.• Systems in place for reporting absence that give sufficient time to organise any staffing changes.			
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Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><u>Home environment</u></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"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<ul style="list-style-type: none"> • Internet/Device access survey undertaken Oct 20. • Phone calls home undertaken to ascertain if there are problems with access due to technical limitations. • 17 DfE laptop devices received to be used for families in need of support. • Remote education provision adapted for Reception children due to limitations of online provision with younger children. • “Posts” section in each Team used to support children with their learning. • Screen-free day each week planned to support wellbeing. 	<ul style="list-style-type: none"> • Distribution of devices to relevant families. • Continue to modify remote learning offer in order to strive balance with screen time/activity type/quantity of work provided/pupil wellbeing. 	<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • A list to be created identifying which children/families may need additional tech resources loaned • Research additional providers/suppliers of ICT loan equipment • Start weekly wellbeing phonecalls with families (perhaps prioritising some over others, e.g. – more vulnerable in order to make workload manageable).

	<ul style="list-style-type: none"> • “Check in and chat” live sessions to support children with maintaining contact with Class Teacher and peers. 			
<p><u>Laptops, tablets and internet access</u></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>	<ul style="list-style-type: none"> • Families are identified who may need additional tech devices. 	<ul style="list-style-type: none"> • Some families have devices but these are being shared between multiple children in the household – school has not got enough devices to loan to all. • Possibility of some paper-based work also being provided? 	3	<ul style="list-style-type: none"> • A list to be created identifying which children/families may need additional tech resources loaned • Research additional providers/suppliers of ICT loan equipment
<p><u>Supporting children with additional needs</u></p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and</p>	<ul style="list-style-type: none"> • Vulnerable pupils have been offered in-school places as per guidance. • Work assigned is differentiated and 	<ul style="list-style-type: none"> • SEND children who may be unable to access the work set for the rest of the class may need a bespoke package 	3	<ul style="list-style-type: none"> • Look at SEND list and identify children who may particularly struggle with remote learning. • Class Teachers to contact SEND pupils’ parents and

<p>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>areas of challenge are clearly indicated.</p>	<p>assigned – under review.</p> <ul style="list-style-type: none"> • Additional tech support for SEND children as needed? 		<p>discuss necessary accommodations.</p> <ul style="list-style-type: none"> • Consider additional tech support for SEND pupils. <p>The guidance for full opening of provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p><u>Monitoring engagement</u></p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<ul style="list-style-type: none"> • Class Teachers check daily to identify which children have submitted work on time. • Class Teachers provide individual feedback for pieces of work through Microsoft Teams. • An engagement overview is done weekly to identify where engagement is 	<ul style="list-style-type: none"> • Check follow-up is thorough and that engagement improves following concerns being flagged. 	<p>4</p>	<ul style="list-style-type: none"> • Weekly phone calls to check concerns/issues around work/access/engagements. • Parents are aware that they can contact staff in school at any time if need be. • Continue to review remote learning offer and adapt practice to promote high engagement.

	low – Class Teachers inform parents/carers immediately where engagement is a concern and ascertain why this is an issue and what support is required.			
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<ul style="list-style-type: none"> Teachers are offering support via learning platform or phone when children/parents are struggling to use the remote learning technology. 	<ul style="list-style-type: none"> This is a new way of working for all and will take some time to embed. 	4	<ul style="list-style-type: none"> Video tutorials communicated to parents to support with upskilling at home. Parents' guide documents given out at the start of term.

Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</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"> • 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 	<ul style="list-style-type: none"> • All pupils in school and at home will receive their appropriate length of lessons and a full range of subjects. • Current consideration for making one day a screen-free day whilst maintaining the amount of teaching/work. 	<p>None.</p>	<p>5</p>	<ul style="list-style-type: none"> • Staff are aware of remote learning expectations from the Government. <p>Remote education expectations are highlighted in the guidance for full opening.</p>
<p>Curriculum planning</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</p>	<ul style="list-style-type: none"> • School has a clear, well-sequenced curriculum for pupils in school and those working remotely. • The remote curriculum follows the typical whole-school curriculum and every effort is 	<ul style="list-style-type: none"> • Consider possible modifications to remote learning so that curriculum content can be delivered whilst utilising a screen-free approach for 1 day a week. 		<ul style="list-style-type: none"> • Microsoft Teams • Oak Academy • White Rose Maths • Purple Mash • Times Tables Rockstars • Support from Miss Kent (One Education Music Service)

<p>similar but adapted or one that is completely different.</p>	<p>made to ensure coverage is followed as it ordinarily would – however some small adjustments have been made as necessary.</p>			<ul style="list-style-type: none"> • Support from Trust Computing Lead
<p>Curriculum delivery</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.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<ul style="list-style-type: none"> • School has a good system in place to support our remote learning. • Our remote learning includes recorded lessons; lessons prepared by specialist teachers; video and audio resources to support inclusion for all; teacher guided modelling; opportunities for children to complete independent work and ask their teacher for support in a 1:1 live session. • Our digital platform (Microsoft Teams) allows all children and families to 	<ul style="list-style-type: none"> • Continue to consider widening the range of teaching styles offered in order to best support the needs of our families. 	<p>4</p>	<p>Use of resources listed in box above.</p> <ul style="list-style-type: none"> • Pre-recorded teaching input led by Class Teachers • Live check in sessions and “learning support” sessions – as well as live reading and singing provision. • Use of White Rose Maths video lessons • Lessons resources with recorded audio to support inclusion for all learner <p><u>Use of resources listed below:</u> GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital platforms to support delivery

	communicate with teachers/school for support.			<ul style="list-style-type: none">• Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</p>
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<p>Assessment and feedback</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>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<ul style="list-style-type: none"> • The school has a platform in place which allows teachers to gauge how well all pupils are progressing through their work. • Individual feedback is given for each piece of work submitted (for those submitted on the day of assignment or the following day) • Whole class feedback is also given as appropriate through the “posts” page within each Team. 	<ul style="list-style-type: none"> • Consider time/logistics behind offering more praise/positive feedback regarding learning, e.g. – Good News Assembly/postcards home etc... 	<p>4</p>	<ul style="list-style-type: none"> • Use of feedback feature within Microsoft Teams. • Phone calls home are also undertaken as necessary to offer more detailed feedback, raise any concerns or share positive praise. <p><u>Utilised resource below:</u></p> <p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the Remote education good practice guidance
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</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>	<ul style="list-style-type: none"> Senior Leaders and all teaching/school staff are aware of the guidance and understand their deployment in this new way of working. Teaching staff are aware of resources available to support remote learning. IT Technician on hand to support staff with any technical issues. 	<ul style="list-style-type: none"> Continue to work from good practice guide in refining and developing our provision. 	4	<ul style="list-style-type: none"> Outward-facing approach to improving and developing provision – being aware of the sharing of approaches/resources by other professionals, e.g. – through Twitter. <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p>
<p>Staff capability</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</p>	<ul style="list-style-type: none"> Staff have access to the digital resources and tools they need to teach and support pupils remotely. Teaching staff have had some training in order to use the learning platform and digital tools to offer remote education. 	<ul style="list-style-type: none"> In some areas there is a need to develop our tech provision in school. There is still a need for further staff training in order to develop skills and confidence. 	3	<ul style="list-style-type: none"> Consider further training from MGL as a follow-up from the initial session. Work with Trust Computing lead to support staff as much as possible. Consider funding streams to add to our technology provision in school.

<p>accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>				
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<ul style="list-style-type: none"> • Continue work within CLiC Trust in sharing best practice and ideas. • Staff meeting time for teachers to share ideas and consider new approaches. • IT Technician partnership to share/solve tech issues. 	<p>None.</p>		<ul style="list-style-type: none"> • Continue work within CLiC Trust in sharing best practice and ideas. • Trust Computing Lead

Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations of pupils, parents and carers</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>	<ul style="list-style-type: none"> Parents and carers have guidance on how to support their children at home – information on website. Children understand how they can participate in remote learning and have grown in confidence with using the learning platform. 	<ul style="list-style-type: none"> Need for more rapid follow up between families struggling/being unclear with expectations around remote learning and practical support offered from school. Follow up letter home required to again clarify expectations/procedures. 	3	<ul style="list-style-type: none"> Phone calls home to check on wellbeing/remote learning access. School website to be updated regularly – along with use of Twitter and text messaging service.
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging,</p>	<ul style="list-style-type: none"> Classes are scheduling live class reads and “check in and chat” sessions to give children opportunity to maintain community and come together as a class. Live singing assemblies weekly allow for a coming 	<ul style="list-style-type: none"> No assembly provision currently being offered – this is something to aim to achieve. Possibly look at some live “learning showcase” sessions where children can present some of 	3	<ul style="list-style-type: none"> Look at creating key stage assemblies using the online platform.

especially disadvantaged and SEND pupils.	together of the year group/phase.	their work – likely from the wider curriculum, with their classmates.		
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Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</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>	<ul style="list-style-type: none"> Parents and carers are able to raise concerns at any time. Private “Chat” function on Microsoft Teams has been disabled for pupils so that all communication can be seen publicly. Pupil emails are disabled to send/receive mail. School has a safeguarding policy in place and this is on the website. Safeguarding has been considered and included in the Remote Learning Policy CPOMs continues to be used to report/share/store safeguarding and/or welfare concerns. 	None	4	<ul style="list-style-type: none"> Continue to monitor children’s use of the learning platform and address any issues as their arise.
<p>Online safety</p>	<ul style="list-style-type: none"> All classes planned an Online Safety lesson in 	<ul style="list-style-type: none"> Consider use of Thinkuknow 		Thinkuknow, the national online safety education programme from

<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>the first 2 weeks of Spring term to raise the profile of being safe online.</p> <ul style="list-style-type: none"> • Teachers are aware of how to remove camera option for pupils in live meet/lesson. • Computing lessons planned for remote learning offer regular opportunity to recap online safety procedures. 	<p>resources as part of the Computing remote learning offer</p>	<p>4</p>	<p>the National Crime Agency, have adapted their online safety toolkits for remote delivery.</p> <p>You can now download lessons for primary school children with activities covering topics such as sharing pictures, gaming and livestreaming.</p> <p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools
<p>Wellbeing</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 and via</p>	<ul style="list-style-type: none"> • Staff are aware of the families who may need additional support in responding to wellbeing or mental health issues. • Use of CPOMs to monitor and track recorded incidents and identify any trends showing for individual families. 	<ul style="list-style-type: none"> • Clearly schedule regular check in calls for the most vulnerable children – these can be undertaken by Teachers and Teaching Assistants. 		<ul style="list-style-type: none"> • Phone calls home – support for individual families as necessary • Consider logistics around offering staff additional non-contact time wherever possible. • Ensure good communication for all.

assemblies, particularly for those that are most vulnerable.				GOV.UK provides advice on supporting pupil wellbeing during remote education .
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	<ul style="list-style-type: none"> • Appropriate data management systems are in place that comply with GDPR. • Support from CLiC Trust in managing this. 	None	4	GOV.UK provides guidance to support schools: <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
Behaviour and attitude 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"> • Behaviour policy is applied as normal. • Any behaviour issues noted during remote learning will be followed up and discussed with parents if necessary. 	None	5	GOV.UK provides guidance on behaviour expectations in schools.