



Park View Primary Academy

Remote Learning Action Plan January 2021

Developed in line with Delta Remote Learning Handbook

Review date: 18.1.2021



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

Full expectations for remote provision can be found in the [guidance for full opening: schools](#)

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.



1. A) HOME LEARNING OVERVIEW/EXPECTATIONS

Situation	IT Support	Teaching, Learning & Feedback
<p>Individual Pupil off school awaiting a test, isolating or with symptoms but well enough to learn</p>	<p>A full audit has been completed for pupils without access to internet and IT equipment so we know which pupils need devices & WIFI devices – this will be checked in the event of a pupil self-isolating. This audit will be updated regularly to double check devices required still stand.</p> <p>15.1.21 – all pupils attending on site education and remote learning from home have devices/wifi in place.</p> <p>Equipment to be logged & signed for when handed out by office staff – log to be set to core</p> <p>Equipment tagged and added to schools asset management register.</p> <p>All teaching staff to take home school devices to access Seesaw, Zooms, emails & CPOMS – signed out and recorded as above.</p>	<p><u>Personalised Paper Pack</u></p> <ul style="list-style-type: none"> • Home Learning paper pack delivered/collected on day of absence where possible – child to upload their work onto seesaw for their teacher and/or TA to give daily feedback. • If parents require further paper resources during isolation, they are being encouraged to contact school to organise a safe delivery/collection • Within the paper pack there is opportunity for children to access a 'live classroom' such as oak academy. • The paper pack includes wider curriculum opportunities as well as additional reading, writing and maths opportunities. • The personal paper pack will include: <ul style="list-style-type: none"> - Stationery - Exercise books for written responses - Login details for all learning platforms/websites - Learning support resources e.g. number lines, whiteboards, place value charts – age appropriate - Phonics or colour banded books plus reading for pleasure book - Reading Strategy Text <p><u>Seesaw Engagement</u></p> <p>Minimum expectation of daily class learning to be uploaded</p> <ul style="list-style-type: none"> • phonics/reading • writing • maths • science empiribox link also to be posted or another wider curriculum subject <p>This will look different dependent on Key Stage and Year Group. Ensure you save children's home learning into the Remote Learning Folder on Seesaw to create a portfolio of evidence</p> <p>Praise and reward children as appropriate for posting work on Seesaw.</p> <p>If children are not accessing the learning:-</p> <ul style="list-style-type: none"> • Teacher will send a message via Seesaw, if that is unsuccessful, any teachers, staff self isolating or the Head of Academy will support by ringing to increase engagement for those pupils not accessing home learning and also can post feedback and provide work. <p>Daily phone calls for all vulnerable pupils including CP, LAC, CIN, SEND by inclusion team and self-isolating staff.</p> <p>SEND provision will be provided with an appropriate year group pack – this will be pitched at their level. SEND Lead to monitor this and provide additional support as appropriate.</p> <p>FEEDBACK – The feedback to pupils must be of a feedforward quality. E.g. if a pupil makes an error such as omission of punctuation, they must correct this and re-upload their work for approval. The expectation is that children improve their work through being given specific feedback.</p>



When a year group bubble has to close or full school closure e.g. local/national lockdown

As Above

Personalised Paper Pack as above

Asynchronous Learning

EYFS:

In line with the Delta Handbook, most learning will be asynchronous. See typical timetable below:

Example Day	Phonics session Adult input followed by time for children to complete activity and adults providing feedback	Physical development/health and wellbeing activity Adult – input followed by time for children to complete activity and for adults to give feedback	Reading at home with an adult/older sibling (using book provided from school or a book of your choice from home)	Maths session Adult input followed by time for children to complete activity and adults providing feedback	Challenge time/imaginative play Adult input followed by time for children to complete activity and adults providing feedback	Storytime/singing
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KS1:

- **Daily Phonics** (Reading/Writing focus) lesson which leads to independent follow-up activity which is posted on Seesaw and fed forward into the next day's lesson. Daily lesson could be completed as a whole class or in two halves dependent on attendance of session.
- **Daily Maths** lesson – as above
- **Additional intervention will be provided for targeted pupils including SEND**
- Timetable to be shared on Seesaw of lesson time – see typical example below.
- Register to be taken by member of staff to record attendance for each session – this to be sent to RP

Teachers will differentiate as appropriate for their cohort ensuring SEND children have appropriate work and feedback. Targeted, individual contact (on-site, through calls and focused activities) ensure SEND pupils are supported.

KS2:

- **Daily Phonics** (Reading/Writing focus) lesson which leads to independent follow-up activity which is posted on Seesaw and fed forward into the next day's lesson. Daily lesson could be completed as a whole class or in two halves dependent on attendance of session.
- **Daily Maths** lesson – as above
- **Additional intervention will be provided for targeted pupils including SEND**
- Timetable to be shared on Seesaw of lesson time – see typical example below.
- Register to be taken by member of staff to record attendance for each session – this to be sent to RP

Teachers will differentiate as appropriate for their cohort ensuring SEND children have appropriate work and feedback. Targeted, individual contact (on-site, through calls and focused activities) ensure SEND pupils are supported.



LKS2 Example Timetable: some lessons may be staggered due to staffing

Example Day	Reading Lesson	Reading follow up task	Writing Lesson Asynchronous Session on Class Dojo	Children are responding to feedback, editing their work and re-uploading for approval	Maths Lesson	Maths follow up task	Asynchronous Curriculum Session on Class Dojo
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UKS2 Example Timetable:

Example Day	Children are responding to feedback, editing their work and re-uploading for approval	Reading Lesson	Reading follow up task	Writing Lesson Asynchronous Session on Class Dojo	Maths Lesson	Maths follow up task	Curriculum Session on Class Dojo – this can be done throughout the day where required
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Seesaw Expectation for KS1 & KS2:

- Follow up tasks to be posted after lessons – Reading and Maths/Writing
- Asynchronous tasks for core subject being taught using SWAY Science (Empiribox link as above) or other Wider Curriculum

Cross curricular links to be added to enhance the learning

These activities will take the form of video/voice recordings, sways and paper-based activities. Children will post their work on the Tapestry / Seesaw / Class Dojo platform for feedback from staff.

FEEDBACK – The feedback to pupils must be of a feedforward quality (including presentation). E.g. if a pupil makes an error such as omission of punctuation, they must correct this and reupload their work for approval. The expectation is that children improve their work through being given specific feedback. Reward children as appropriate for posting work on Tapestry/ Seesaw / Class Dojo.

PRESENTATION OF WORK – Teachers should expect the same high standard of handwriting formation and presentation as they would in school.

TA and SL staff to follow up with phone call with those children not accessing online learning – staff to record meetings on sheet. Teachers will remain at home to teach the children remotely. Support staff will provide support from school whilst looking after key worker and vulnerable children.

Children in school

Four key worker pupils in a rota throughout week. EHCP /vulnerable children given on-site learning

- Key Worker Bubble (Nursery)



- EHCP Bubble (Nurture Room)
- Vulnerable Bubble (Year 1)

All children to access their class's remote learning offer within their bubble. Support staff in school to ensure all children can access the learning and are uploading their work onto Tapestry / Seesaw / Class Dojo.

CPD

All staff have received CPD from the Head of Academy and Literacy Lead on Remote Learning.

Practice is continually monitored with feedback/next steps discussed in order to improve the quality of remote provision for all children.

CPD is ongoing and reflective of staffing needs which will be identified from staff meetings.



1. B) LETTER TO PARENTS

Dear Parent/Carer,

As you know, it is important that children are still engaging with learning from home at any time they may not be able to attend school during the Covid-19 pandemic. We appreciate that keeping children engaged in their learning whilst at home is not always easy so we have prepared home learning packs that can be completed both independently or with adult support.

In this pack we have included learning activities tailored to your child's year group content or ability level. If your child cannot attend school due to self-isolating, please complete these learning activities in the exercise book provided and upload a photo onto the Tapestry / Seesaw / Class Dojo platform. Feedback will be given by your child's class teacher and/or teaching assistant. Teachers will also be uploading daily learning onto Tapestry / Seesaw/ Class Dojo for your child to access. We have also given an overview of different activities that your child can complete whilst they are at home which include: reading activities, maths activities, writing activities, phonics activities (age appropriate) and wider curricular activities.

For additional independent learning, we recommend using:

Reading Plus

<https://www.thenational.academy/>

Maths Online Learning

[My Maths / Matholia](#)

Reading Support

[Bug Club](#)

Bitesize Daily Lessons

<https://www.bbc.co.uk/bitesize/dailylessons>

White Rose Maths Hub Home Learning

<https://whiterosemaths.com/homelearning/>

If you have any problems accessing any of the learning or would like any further support, please message your child's class teacher via Seesaw.

In the event of a full bubble closure, daily lessons will be uploaded onto Seesaw by your child's class teacher. These lessons will be presented in a variety of different ways, including pre-recorded videos and online activities to which feedback will be given. As a school, we can offer support with computer devices should you not have the access to one at home. If this is something that you require, please contact the main school office for more details.

Thank you for your continued support.

Riccardo Paffetti

Headteacher



2. SAFEGUARDING

- Asynchronous/Synchronous, effective Safeguarding requires a whole-school approach. Teachers must therefore adhere to the trust's expectations around safeguarding at all times.
- Teachers are reminded of their safeguarding obligations and the teachers Code of Conduct.
- Any safeguarding incidents or potential concerns must be reported via CPOMS.
- School staff will only contact pupils via the family landline or a parental/carer mobile phone and **never** directly to the pupil's mobile.
- The staff member should ensure the parent is aware they are speaking to the pupil, for example should the pupil answer the parent/carer's mobile the staff member must ask to speak to the parent first and then the pupil.
- Staff members should use a school mobile or landline to contact pupils at home if possible. If this is not possible staff members must ensure they dial 141 before the phone number to protect their own privacy.
- Staff must make a note of the time and date they called a pupil. This to be logged in the register.
- If children are inactive on Tapestry /Seesaw/ Class Dojo, teacher or TA to make contact with child to encourage engagement with the activities – ensure this call is logged.



3. REMOTE LESSON PROTOCOLS

Remote Learning lesson - protocols

- Remote learning invite sent to parents via Tapestry /Seesaw/ Class Dojo
- Daily Remote lesson delivered by Delta Teacher (where possible class teacher).
- Invite to remote lessons sent daily from Tapestry /Seesaw/ Class Dojo – not teacher email – 5 minutes before lesson starts
- Register at the start of the remote day – welcome and behaviour expectations set
- Content of the lesson can flexible – as relevant to pupils needs.

Rules for staff

1. Consent form and agreement to follow rules must be signed by parent
2. Copy in the Head of Academy, so they are aware of all lessons taking place.
3. Staff must use their Delta email account to host the meeting.
4. Delta staff to wear Delta Lanyard during lesson.
5. A separate meeting id must be used for each lesson
6. Register at the start of the remote learning – welcome and behaviour expectations set Teacher only hosts
7. Any inappropriate behaviour during remote learning recorded on academy CPOMS and DSL if appropriate, following academy behaviour and safeguarding policies.
8. Remember to keep personal data confidential

Rules for parents

- Consent form and agreement to follow rules must be signed by parent- see below.
- No sharing of videos or photos beyond that with the teacher during the lesson.
- Only pupils invited can access the lesson – no other children or adults
- Provide an area that is as quiet as possible for the remote lesson to take place.

Rules for pupils

- Follow the instructions and rules of the teacher during the remote lessons. These will include permission to speak to peers and the teachers during the lesson. Your teacher will explain how it will work at the beginning of your lesson, with reminders.
- Pupils who do not follow teacher instructions will leave the remote lesson.
- Respectful language and appropriate behaviour at all times.



4. Acceptable Usage Agreement

ICT ACCEPTABLE USE AND LOAN AGREEMENT

This agreement sets out the terms and conditions of use for students/pupils in the access ICT systems and Devices belonging to Delta Academies Trust (Trust) and/or the Academy. This agreement will apply to access of systems both within the academy and when accessing remote learning.

Remote learning may be accessed from a personal device or an academy loaned device. This agreement sets out the Trusts expectations in the use of its ICT systems and its loaned devices and ensures compliance with the Trust E-safety Policy.

Specific to Remote Learning

Academy staff will initiate remote learning, with a timetable being shared with the Student/Parent/Carer in advance of the online learning.

Acceptable Use of IT within an Academy and for Remote Learning

- Academy ICT software and systems, including the internet, email, digital video, mobile technologies, etc. will only be used for educational purposes.
- Trust/Academy devices, including being used remotely, should be prioritised for educational purposes.
- It is not permitted to download or install software on to an Academy device.
- Log on to the Academy network/ Learning Platform will only be with the Student/Pupil's own user name and password.
- The Academy's ICT security system must be followed at all times and passwords should not be revealed or shared with anyone.
- Student/Pupil's Academy email address must be used while at the Academy or while using the Academy's equipment for accessing remote learning.
- ICT communications with students, teachers or others, must be responsible and sensible.
- Student/Pupil's will be responsible for their behaviour when accessing remote learning. Any abuse of the online platform, such as recording or capturing of images of staff, use of abusive language or interrupting a session with the streaming of inappropriate music or video imagery, will be followed up, with appropriate actions being taken.
- Material that could be considered offensive or illegal must not be deliberately browsed, downloaded, uploaded or forwarded. Accidental access must be reported to a teacher immediately.
- Sharing of a Students/Pupil's personal information such as name, phone number or address is not allowed and they must not arrange to meet someone unless this is part of an Academy project approved by a teacher.
- Images of students and/ or staff will only be taken, stored and used for Academy purposes in line with Academy policy and not be distributed outside the Academy network without the permission of the Principal/Head of Academy.
- Online activity, both in Academy and outside Academy, will not cause the Academy, the staff, students or others distress or bring them into disrepute.
- The privacy and ownership of others' work on-line at all times must be respected.



- No attempt should be made to bypass the internet filtering system within an Academy or on a Trust or Academy device. Any issues with filtering then the academy should be contacted immediately.
- The use of the Internet, Delta systems and the device within an academy or a device used remotely can be monitored and logged and information can be made available to teachers.
- These rules are designed to keep Staff and Students/Pupils safe, if not followed, Academy sanctions will be applied, and parent / carer's or the Police may be contacted. Any safeguarding concerns will be raised with the academy Designated Safeguarding Lead (DSL).

Student Name _____

Full Name: (printed) _____ Year: _____

Signature: Date: _____

Signed by the Parent/Carer (Required for Secondary and Primary) _____

Signature: Date: _____

Note: By signing this agreement, you have agreed to follow the ICT Acceptable Use Agreement relating to the access of Academy ICT systems and devices whether within the Academy or remotely and that you agree to support the safe use of ICT in line with the Trust E-Safety Policy.

Trust or Academy Loaned Device

In certain circumstances, Delta Academies Trust (Trust) may decide that a loan device is required for a student/pupil to access remote learning.

- Devices loaned by Delta Academies Trust must be used only in line with the Trust ICT acceptable use agreement.
- The Parent/Carer will be responsible for ensuring the appropriate use of the device by their child. Filtering is provided on a Trust device, however Parents/Carers should still ensure that their child is only accessing appropriate content.
- If circumstances change and you are no longer in need of the loaned device, the device and accessories must be returned to the Academy immediately.
- Loaned devices are the responsibility of the student/pupil/parent/carer and the Trust has an expectation that the device will be returned in the same condition as it was issued.
- Any damage, loss or issues with a Trust device must be reported to the Academy immediately. Persistent abuse of devices and systems could lead to the removal of the device.
- If devices are not used appropriately for the access of remote learning then the Trust reserves the right to recall the device.
- The Trust reserves the right to recall a device at any time if deemed necessary.

Note:

The Trust reserve the right to charge for any damage or none return in line with Trust Charging Policy. Any charges will not exceed total replacement /repair costs.

Parent Signature: _____

I agree to follow the above when loaning a device from Delta Academies Trust and understand my responsibilities.

Signature: Date: _____

Full Name: (printed) _____



5. Additional IT Guidance

- Schools must be mindful that pupils do not incur surprising costs, e.g. mobile data access charges. Consider that video utilises significant amounts of data – dongles to be given to the children where this is a barrier
- Consider the security of devices, in particular cameras and microphones
- Teachers must not use personal devices to provide interactive lessons, they should always use school provided equipment.
- Teachers must **never** share or use their personal email addresses or phone numbers with students
- When a bubble closes, parents/staff **must** sign the Acceptable Use Agreement – school will keep these on record.
- Any IT issues regarding devices or email logins, contact Riccardo Paffetti who will be in touch with Core IT.

