Improvement Priority

PRIMARY FOCUS: Remote/Home learning

For the purpose of this plan and any further documentation, **Home learning, Remote Learning and Distance Learning** *all refer to the same concept.*

Following National school closures from 20th March until 7th September 2020, a 2-week localised closure at the end of October 2020, bubble/cohort closures during the latter stages of Autumn term and potential closures in the future, it has become a priority of Wavell Schools' Federation to implement a Remote Learning Action Plan and Policy to address the possibility of pupils having to work from home.

Furthermore, DfE have also issued guidance - *Restricting attendance during the national lockdown: schools Guidance for all schools in England (Jan 21)* - on what should be expected of schools in terms of Home Learning. Please see the link below:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

It has become increasingly apparent during the first National lockdown that Home Learning needed addressing and required prioritisation as the pandemic continued into the latter end of the year.

	What are we going to do?	How are we going to do it?	Lead Person	Timescale	Cost	Monitoring	Success Criteria	Evidence of Impact and Progress
1	Ensure the school has a suitable and accessible Online learning platform which children and parents can access. *Context: Prior to implementing Purple Mash, we used to send out weekly grids via email to parents. The admin team sent these to each parent via schoolcomms. Various issues arose from this which we rectified during the school closure in Oct 2020*	Create a Remote Learning Policy and ensure staff have read and understood it.	YA	Sept 2020	Total cost £950 (1 yr)	GC and Govs	To implement an online learning platform that is user friendly and accessible by children and parents.	Remote Learning Policy was finalised in January 21 due to several absences inc. EHT and AHT (Presented to Govs on 4th Feb).
		Research Online Learning platforms which are best suited to our pupils	YA and RC	Sept 2020	382 NoR			Our online learning platform (Purple Mash) was originally supposed to be implemented during the last academic year (19-20) however, due to a multitude
		Purchase and arrange the free CPD session organised and lead by a PM representative.	YA	Sept 2020	**Cost Per pupil £2.49**		Children are able to continue learning despite school/bubble closure.	of reasons i.e., staff absence and lockdown, it had to be introduced in September 20. This was delayed further and CPD was rescheduled due to local
		CPD via Teams due to Covid-19 pandemic	YA	Oct 2020			Children can use Purple Mash as an additional homework tool to enrich the curriculum.	school closure in Oct 20'. During the school closure YA organised CPD to be delivered via Teams to teachers at home. The platform was then shown to children
		Ensure teachers introduce this to pupils upon their return.	YA	Oct 2020				upon the school opening, username and

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		Usernames, passwords, and parent code set up and handed to each class.	YA	Oct 2020			Staff, pupils and parents are able to access Purple Mash and other Online learning platforms and as a consequence more confident.	passwords were given to children and parents informed of the new platform. This was introduced as a response to feedback concerning home learning during the first lockdown.
		Be available for further drop-in sessions for teachers who are unsure.	YA	Autumn & Spring				With regards to user guides, through staff meetings, teachers have shared better ways to show parents/ pupils around Purple Mash and other apps. They now use Blogs and post videos to support. The intention is to also have user guides on the website.
		Provide further information and user guides to support all stakeholders.	YA	On going			Staff, pupils and parents are well informed about the steps taken by the school and the strategy we have adopted regarding home learning.	
		Respond to feedback from all stakeholders.	YA	On going				In line with DfE guidance we have now uploaded extra information on both websites for parents. The deadline for this was Jan 20th. I don't think it is as clear as it should be for parents, so I want to send a further communication out to parents to direct them to the relevant page
2	Support parents during self-isolation, bubble closure and National lockdown with **technology** ***National context*** *'Digital poverty' in schools where few have laptops - BBC News*	Apply for devices from the Local Authority and DFE during National lockdown	YA	During each closure	N/A	GC and Govs	Parents are fully aware of what support they can receive from school during a closure.	Unfortunately, due to the nature of the school close and the scale of the digital divide, not every family have access to a device. During the September lockdown, I applied to the LA for 35 Chromebook for our SEN, FSM, LAC children (We could only apply for KS2 but we also distributed to KS1). Not every vulnerable child took the offer up so we then made a list of children, who we knew as a school, were vulnerable for various other reasons.
		Categorise which families require devices based on our vulnerable groups in school.	YA	Oct 20			Ensure families who are the **most** digitally impoverished and vulnerable have access to devices.	
		Additional laptops are given to high need families.	YA	Oct 20/ On going based on need				
		Ascertain the families who require devices for any further lockdowns.	YA	Jan 21 Oct 20/Jan 21			Provide families who are struggling with internet connectivity and lacking data	We have recently found and made good 12 more laptops which are ready to give to parents/children who need them to access home learning.
		Deliver devices to families.	Office					

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		Review the families that have LA devices to see if they still require them, especially after Christmas.	YA	Jan 21			allowance with data sim cards.	As part of the current lockdown (Jan 2021) we have been allocated a further 10 laptops by the LA via the DfE. As of Jan 21, we are still waiting for these to be delivered.
		Coordinate with SchoolsICT to ensure additional school devices can be loaned to parents safely.	RC	Jan 21				Schools ICT have cleared school laptops ready for parents/children to use. We have also been donated 2 laptops which are also in the process of being cleaned and ready for distribution.
		Inform parents of additional support regarding connectivity (Wi-Fi/data allowance)	YA/TF	Jan 21				
		Pre-ordered data sim cards to be distributed accordingly.	VR/LV	Jan/Feb 21	Stamp fee			Again, information regarding additional data and Wi-Fi connectivity has been given to parents via the website. Further to this VR ordered 100 sim cards of additional data from Vodafone. LV has spearheaded an initiative to provide these to parents with more than one sibling in our school. This will hopefully ease the connectivity in their household and allow them to access work with less delay and interruption.
3	Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations. Providing a balance of curriculum with elements of new	Provide guidance/CPD on what learning grids should look like and what is expected.	YA/RC	March 20 Oct 20	N/A	YA/ EHT Govs	Ensure children have sufficient support in order to access new and old learning. Children will be able to access work independently as work will be differentiated where necessary. Online learning platforms are used to enhance children's	YA/RC Provided CPD and guidance on what learning we expect to go out. At the end of Spring 1, I will review with each year group in the Federation and ensure we have addressed all issues as well as review curriculum requirements. Email to each year group sent on 28/1/21 To ensure Purple Mash was and continues to be used to its full potential, I have continued to use Staff meetings to review and gain feedback from those that use it frequently – the teachers. This has proved
		Check and review grids are still meeting the needs of pupils' during each lockdown.	YA/RC	Jan 21				
		Ensure weekly home learning grids are uploaded to Purple Mash by year groups (At the beginning of each week)	Teachers	Weekly basis				

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	learning and opportunities to recap previously taught areas of the curriculum	Ensure our chosen learning platforms is used to its full potential.	Teachers	End of Spring 1			understanding on new learning and consolidate old learning	successful as teachers, through the staff meetings have felt empowered to explore and become experts on Online Learning platforms which has resulted in a *sharing best practice* ethos.
		State whether task is New learning and provide adequate resources to support this.	Teachers	On-going.				
		Conduct a weekly Learning grid scrutiny to ensure quality resources are provided e.g., pre-recorded videos or help/guidance sheets or websites.	Teachers	Weekly (Friday)				
		Provide staff training on creating own pre-recorded video for children on Zoom.	YA	Jan 21				
		Subscribe to white rose Maths for quality online videos.	JS/TF	Sept 20				
		Highlight other resources (Loom) which staff may want or need to utilise.	YA	Jan 21				
		Meet with each year group to discuss Spring 1's Teaching and Learning, curriculum coverage and feedback.	YA	End of Spring 1				

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4	Provide additional support to pupils with SEND as they may not be able to access remote education without adult support and so we will work with families to deliver a broad and ambitious curriculum for all	Any pupils requiring bespoke/differentiated provision will be supported by class teacher and SENDCo.	Teachers	Each closure	See impact	LV and LE EHT Govs	Staff have a better understanding of how best to support SEND children with Home Learning.	SEND children have been identified by class teachers and resources have been distributed based on need. Furthermore, with regards to physical resources (inc. stationary) this offer was opened to all parents in school.
		Physical resources will be considered and distributed as required, in line with their IEP/EHCP	Teachers	Message sent 12/1/21			Parents feel better supported by the school.	Regarding **Cost** - Resources used from classes which will be replenished when we return to school
		Regular phones calls made by class teacher to all pupils each week, especially targeting those with SEND children	Teachers	Weekly basis			SEND children can access learning from home	
		Any issues and concerns passed to SENDCo (SENDCo to hold a SEND meeting during Spring 1 with each class teacher)	LV and LE	As and when required.				With regards to phone calls, all teachers are recording this on an Excel document which can be review by both Inf and Jun SENDCo
		Chn with EHCP and vulnerable children are entitled to and, where needed, offered a place in school. Provision is offered in consultation with SENDCo. Rotas reflect support needed in class	LV and LE	As and when required				
5	Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work and provide feedback	Teachers will communicate directly with parents via phone and through email to support and adjust learning based on parent feedback.	Teachers	Weekly	N/A	YA, EHT Govs	Teachers understand the importance of feedback on Home learning tasks.	Class emails are set up and ready to use However, this will be introduced during Spring 2 as teachers workload had to be assessed.
		Marvellous Me (KS1) and Class emails (KS2) set up for teachers to communicate with parents.	RC/YA				Teachers feedback where necessary.	Marking is to be review before the end of Spring 1. The expectation was that all work was acknowledged, and work could be sent back to the pupil if the standard was not to the teacher's expectation.
		Teachers will use Purple Mash to access pupils' submitted work, to mark and give feedback.	Teachers	Weekly			Children response to the feedback given by their class teacher	

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		Developing Home Learning marking policy	YA	After Spring 1 review				
		Use video conferencing platform as a vehicle to catch up and check in with children. This could also be used to pre-teach or feedback to children on work set.	YA	Week 2, Spring 1				
		Produce a questionnaire to ask parents and staff about Home learning curriculum, progress and the general development of pupils learning from home.	YA	Jan 21				
		Conduct either an Online or school-based pupil voice to establish the child's perspective on Home Learning	YA	Feb 21				
6	In order to support Well-being, provide an opportunity for children to communicate with staff and peers ***Rapid Evidence assessment – distance learning (EEF)*** https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf	Research and establish a video conferencing platform.	YA	Aut 1/2	N/A	EHT Govs	All stakeholders understand the reason behind live catch ups on Zoom with children Staff are prepared to Video Conference and feel confident to do so. Pupils and parents are engaged and are attending the weekly Zoom catch ups	
		Provide training on how to navigate Zoom	YA	Jan 21				
		Set up Zoom catch ups with teachers and their class	YA	Week 2, Spring 1				
		Review after first Zoom so that we can improve for the next catch up and share feedback	YA	Week 2, Spring 1				
		Stipulate how Zoom catch ups are used to enrich children's online experience (staff meeting)	LV/LE	Jan 21				

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One of the many key findings indicated that *'peer interactions can provide motivation and improve learning outcomes'*	Review catch-ups with staff and PSHE leads to develop Wellbeing online in-line with the National curriculum	YA	End of Spring 1				