



# **Mickle Trafford Village School**

## **Remote Learning Framework Action Plan**

**This was written alongside the DfE Remote Learning Guidance and Template, DfE What's working well in remote education and DfE Review your remote education provision document**

**We have created this Action Plan to ensure we are delivering what all our children deserve.**

*We care We learn We belong*

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

After listening to feedback from parents, children and teachers from the previous lockdown in 2020, we have now moved our remote learning provision to Google Classroom. This has enabled much more interaction between the children/parents working at home with school staff (and each other). Children can log into Google Classroom using their secure school email and access daily lessons uploaded by their class teacher.

We have used your views to develop our remote offer to ensure it is suitable and accessible to all our families and children. We aim to deliver high quality, meaningful and ambitious remote learning each day in several different subjects. Teaching and learning will take place in a variety of forms – there will be a blend of pre-recorded teacher-led lessons, live video contact with staff, pre-recorded lessons e.g. Oak Academy, White Rose Maths and follow up independent activities. These will include written, online (e.g. MyMaths) and practical tasks. Every day, a task will be set that does not require technology – this is aimed at regulating children's screen time and will allow for the sharing of devices within families.

From the first day of the lockdown, children will be able to access their daily timetable and work using their Google Classroom platform.

Daily registrations will start on the first day of the lockdown; these will be staggered to support those families with more than one child with us.

During these live registrations the class teacher will talk through the day's timetable and give reassurance and answer questions – feedback from previous learning may also be given.

The teachers will be available throughout the school day to answer any questions via their class email address or messages via Google Classroom.

We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects, for example art and science, depending on resources needed for the activities.

The DfE guidelines state that children should receive remote learning (including remote teaching and independent work) with a minimum length of :

- EYFS up to 3 hours a day
- Key Stage 1: 3 hours a day
- Key Stage 2: 4 hours a day

We recognise that some children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

- Please inform us if your child does not have access to a digital device; we have a procedure to lend these out to children. Please contact the office for more information.
- If your child/ren requires printed copies of any activities/lessons, please contact your class teacher via your class email and a pack will be prepared for you to collect from school.

| 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.  |
| <p><b>Remote education plan:</b></p> <p>There is a plan in place for remote education and senior leaders have overarching responsibility for the quality and delivery of remote education and for ensuring that provision meets expectations consistently.</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>MTVS remote offer will be accessed via Google Classroom; EYFS will access their remote learning via Tapestry and will record suitable sessions for their age range.</p> <p>Teachers will ensure any clips/website used are fully checked before sharing with children.</p> <p>All class teachers to facilitate a live daily registration at set times via Google Classroom. This will be recorded and saved securely in line with MTVS Safeguarding procedures.</p> <p>WL/KB will join daily registration as often as possible.</p> <p>WL to send out a Monday message video and #HotChocolateFriday message/story video weekly.</p> <p>During registration, teachers will take an online register and inform SLT of attendance and those children not engaging.</p> <p>Non-attendance will be followed up firstly by class teachers to identify barriers to participation e.g. lack of devices – all relevant information will be passed on to SLT.</p> |   | <p><b>To help develop remote education plan the following resources are used :</b></p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>Literacy Company units</p> <p>Literacy Counts units</p> <p>Historical &amp; Geographical Resources</p> <p>ASE - Association for Science Education</p> <p>Natural Curriculum</p> <p>Charanga</p> <p>MyMaths</p> |

A daily or weekly flexible timetable is uploaded by 8.30am and class teachers record a daily message to explain the day's learning. This is to ensure that children who are unable to join live can still follow the timetable of the day at a time that suits their family's circumstances.

At least one lesson a day will be previously recorded by the class teacher and uploaded to the stream. This may be an English session where the teacher teaches through a PowerPoint or from a whiteboard. Teachers choose which daily session would benefit most from direct teaching. If it is needed (depending on the age of the children) teachers can record more than one daily lesson such as handwriting demonstration, phonics, introduction to science/topic, guided reading, spelling test....

Worksheets will be used as part of a lesson to practise and embed new learning or to consolidate previous learning. Teachers will ensure they are self-explanatory and are available to support the children should they need further clarification.

The daily timetable will include a daily English and Maths session and also at least one other subject area e.g. Science, to ensure a broad and balanced curriculum including all foundation subjects is offered. This will be monitored and recorded as usual, using the school's curriculum monitoring tracker to ensure pitch and coverage is in line with MTVS curriculum intent and expectations.

In EYFS parents receive a themed weekly list of activities and learning for all the 17 areas of the EYFS curriculum. At least

BBC Bitesize

Joe Wicks

Chance to Shine-live  
cricket sessions

Active maths and English

Timetable Rockstars

NCETM

CEOP Think you know  
Resources

Mental Health resource  
pack

Andy Avery Open the  
book weekly collective  
worship video

Jigsaw

Kahoot

Spelling Shed (catch up  
funding)

Mr Andrews Online

three writing, reading and shape, space and measure activities are set each week.

Teachers will decide the most appropriate way to develop children's reading and ensure that children continue to enjoy a variety of texts depending on each year group's age, ability and interests.

**EYFS-** The children are read a story once a week by the class teacher in the live sessions and children answer questions about the story.

Two stories are listened to twice a week with set questions for the children to answer.

Phonics timetable has been sent out for the sounds that we are learning each week with corresponding videos and handwriting sheets and ideas for phonics games.

Encouragement given for the children to read daily and for this is to be written into their reading diary and a photograph of this to be put onto tapestry.

The class teacher has explained what we would expect to hear when listening to the children read and to be ready to progress to the next colour band. Parents have been asked to put a video onto tapestry of their child reading so that class teacher can check progress.

Tricky word cards and HFW cards and activity books have been sent out for children to read and learn.

Link to the tricky word songs have been provided for parents.

Children in school are heard to read 3 or more times a week and books are changed.

**Y1** - Daily reading for 20 minutes is timetabled every week.

- Twinkl
- Phonics Play
- Drawing with Rob
- Hungry Little minds
- bbc teach- school radio
- Cbeebies
- Oxford Owl
- Top marks maths
- Bounce Patrol
- Singing Walrus
- Cosmic Yoga
- Hungry little minds

Guided Reading is planned Monday to Thursday so that all children receive small group input according to their need. Regular reading comprehension tasks are set - children may answer verbally.

keyworker and vulnerable children in school are supported to change their reading book regularly.

Phonics for reading – pre-recorded lessons and worksheets are shared.

**Y2** - comprehensions set weekly up to 3 different ability levels offered so that with guidance parents/ children can choose their own levels as appropriate. Reading skill lessons are linked in with teacher pre-recorded literacy lessons (comprehension, prediction, inference skills etc.)

Tasks are set for the children to read school reading books/ home books and talk to their parents about the story and note in their reading diary. The use of the Y2 Reading bookmarks to ask/ answer questions about text is promoted.

Key Worker children in school change school reading books as appropriate. Links are posted as part of assignments for e-books from Oak Academy and CWAC library.

CW read stories for literacy text.

**Y3**- A weekly teacher led whole class reading session, weekly comprehension, advice to read 3 x weekly at home and to record in their diary plus reading linked to topics where appropriate.

Packs/emails with differentiated reading materials sent to SEND and target children. Links have been added to the stream for the downloading of e-books from the National Oak Academy and CWAC library service. Daily opportunity for Key Workers to change reading books in school. Short stories read to the class.

**Y4** - Daily reading expectation for all promoted during live registration during which children are invited to offer informal book reviews and make suggestions to peers.

Reading comprehension is part of the formal literacy lesson offer - usually at the end of writing units.

Packs given to children who benefit from this media rather than home or e-books.

**Y5** - Weekly Reading comprehension set for 3 different abilities.

This can be based on topic, video, poetry, book extracts.

Children are given the opportunity to do other reading tasks such as book reviews of their reading book. MH to reinforce and discuss (during reg) reading at least 20 mins a day.

Children are given time to share their reading books with the class. Reading to the class is being used where relevant to coincide with their Literacy sessions.

**Y6** – Opportunities provided for reading for pleasure, Whole Class Guided Reading activities using YouTube film clips, book extracts from LoveReading4Kids, poetry and other varied resources. These activities include: dictionary work to ensure vocabulary can be accessed during the lesson, synonym/antonym work, opportunities for a written outcome based on the writing modelled, retrieval of fact/opinion and many more.

Story reading to the class has included: The Ransom of Dond by Siobhan Dowd and Dracula by Bram Stoker (Chapter 1)

Teachers will continue to use YouTube clips, White Rose, Oak Academy or other sites if the session impacts on the children's learning.

Work will be marked via Google Classroom and posted back to children. Not every piece of work needs to be submitted; however, teachers will keep a record of submissions and will contact and act swiftly to support children at risk falling behind.

In EYFS work is marked via Tapestry and the class teacher makes a comment on all pieces of work, sometimes recommending next steps.

Work packs are available for those children that cannot access the internet or do not have any devices at home.

All children in school will be taught the same curriculum as the children at home.

Children with SEND will be given differentiated work if they cannot access the work that the rest of the year group are doing.

**Communication**

Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.

All governors, staff, parents and carers are aware of our approach and arrangements for remote learning.

Views gathered from our parent survey sent after the last lockdown 2020 and recent conversations with parents have been used to implement changes to improve our remote offer.

Letters sent to outline our offer and expectations.

Online Home school agreement in place.

Remote learning tab on website for information and support.

Regular communication and updates are provided with any changes to the provision.

Regular phone calls by the teachers and SLT to parents of remote learners (non-engagers prioritised).

SLT collate vulnerable children register and email to CWAC daily.

SLT make contact either face to face or via telephone with vulnerable children.

Registration records are completed daily by class teachers, any non-engagers are contacted by the class teacher. SLT email daily onsite register to teachers.

Registers sent to WL on Friday by 12pm to analyse and follow up any concerns.

|   |   |  |
|---|---|--|
|   |   | <p>Parents' email/text any changes to their child's attendance to admin.</p> <p>Newsletters, information updates and staff briefings sent regularly and uploaded to website.</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 due to self-isolating and illness</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>The school has systems in place to monitor the impact of remote education.</p> <p>TAs in school deliver remote offer by following teachers' Google Classroom planning and marking completed work in school. In EYFS this is via tapestry.</p> <p>Teachers plan, deliver and support the remote learning, including recording live registration, pre-recorded lessons, answering emails, marking and providing feedback.</p> <p>Clear roles and designated responsibilities reduce workload for staff – rota of staff in school e.g. SLT and First Aiders.</p> <p>All staff are aware that they can email/call if workload is a problem.</p> <p>SLT to be made aware of any staff changes needed.</p> | <p>SLT regularly review remote offer.</p> <p>Schools have clear lines of communication with parents and take on board concerns or barriers to remote learning.</p> <p><b>Survey to be resent to gather views of this offer.</b> Information to be analysed and changes made to our offer to improve where necessary in collaboration with staff and governors.</p> <p>Staff communication and involvement in remote offer/ action plan to ensure that plans in place are effective, consistent and sustainable.</p> <p>Staff rota in place and adapted</p> |

|  |  |  |
|--|--|--|
|  |  | <p>weekly to reflect changes in children numbers and staffing.</p> <p>Another adult is allocated to the bubble to support classes where numbers are higher on specific days.</p> <p>These rotas are shared with staff weekly.</p> <p>Regular communication with staff via email, WhatsApp, staff meeting zooms....</p> |
|--|--|--|

**Home environment**

The school is aware of the learning environment in the home and works with parents and families to understand and ensure that children will be able to access education at home.

The school supports children about how to self-regulate during remote education, including:

- understanding their strengths and weaknesses to improve their learning

MTVS has adapted our remote education provision depending on children's home environment – teachers are mindful not to set all learning via a device as we recognise some families have more than one child who may need support with their learning – therefore some creative, non-device based activities are set to provide a balance.

We understand that some children will not be working normal schools hours as parents may be working. Nevertheless, we expect children to access their home learning and engage at a time that fits in with family commitments so that they maintain progress and limit

Chats/emails via Google Classroom/ phone calls are in place to support and provide feedback to children and parents to understand their strengths and weaknesses in order to improve learning.

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>   | <p>the gaps in their knowledge and understanding. Class teachers will check children's engagement regularly. If there are concerns regarding engagement, the class teacher will contact the families to discuss ways to improve and support the child/ren.</p> <p>Teachers will be available during school hours to answer queries and to provide feedback via their class email and google classroom.</p> <p>Feedback will take many forms and will not always mean extensive written comments for individual children. For example, whole class feedback, quizzes.</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 are sourced for children so that they are not disadvantaged when accessing remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing children with devices and by ensuring appropriate offline provision. Children without access to technology are considered vulnerable and are expected to come into school if they do</p> | <p>Children who lack digital access to support their remote education provision are identified and supported by school and are provided with a laptop or an iPad.</p> <p>School has completed an application to DfE for more devices.</p> <p>DfE supplied devices have been distributed in line with guidelines.</p>   | <p>A text has been sent to see if any families need to borrow a laptop or iPad.</p> <p>A list has been created for children that need to borrow a device.</p> <p>Laptops and iPads have been supplied to families; parents have signed an IT device borrowing agreement.</p> <p>Regular communication to see if families have suitable devices.</p> |

|  |  |   |
|--|--|---|
| <p>not accept the offer of technological support.</p>  |  |   |
| <p><b>Supporting children with additional needs</b></p> <p>Children and young people with high needs, including disadvantaged children, SEND and vulnerable children, 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 children have access to the right hardware and software to support their needs.</p> <p>1:1 targeted support is being offered to SEND children who would benefit from this intervention</p> | <p>We recognise that some children, for example some children with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those children in the following ways:</p> <ul style="list-style-type: none"> <li>○ Children with SEND profiles will receive differentiated work if they are unable to access the work that has been set for the rest of the class.</li> <li>○ A designated TA supports SEND children through differentiated work, including hard copy packs. This TA will also support identified funded children who require 1:1 support through Google classroom</li> </ul> | <p>Oak National Academy provides resources for teachers to support children with additional needs.</p> <p>Sendco, teachers and SLT communicate with children with SEND to ensure their needs are being met.</p> |
| <p><b>Monitoring engagement</b></p> <p>The school has systems for checking whether children are engaging with their work and informs parents and carers immediately where engagement is a concern.</p>   | <p>School checks weekly whether children are engaging with their work and will inform parents and carers immediately where engagement is a concern.</p> <p>Every teacher provides feedback to the children either on Google Classroom, live registration, in school or through returning work packs.</p>   | <p>Teachers send a registration list to SLT on Fridays.</p> <p>Teachers make weekly phone calls to check any concerns around work/engagement.</p>   |

|  |  |  |
|--|--|--|
|  |  | <p>If concerns continue, teacher informs SLT who then contact the family.</p> <p>Parents are aware they can contact staff in school via class emails, admin or head.</p>   |
| <p><b>Curriculum planning</b></p> <p>The school has a clear, well-sequenced curriculum that supports children 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 similar but adapted or one that is completely different.</p> | <p>School has a clear, well-sequenced broad and balanced curriculum for children in class, which is reflected positively for those working remotely.</p> <p>The remote curriculum is very similar to the one taught in class and is appropriately pitched and tightly aligns to the curriculum coverage of the National Curriculum and MTVS curriculum trackers.</p> <p>Teachers continue to assess learning and complete curriculum trackers.</p> <p>Planning reflects MTVS intent that children become knowledgeable citizens and offers opportunities to learn about a broad range of local, national and global initiatives such as national bird watching week, arts and democracy.</p> | <p><b>To help develop remote education plan:</b></p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>Literacy Company units</p> <p>Literacy Counts units</p> <p>Historical &amp; Geographical Resources</p> <p>ASE - Association for Science Education</p> <p>Charanga</p> <p>MyMaths</p> <p>BBC Bitesize</p> <p>Joe Wicks</p> |

Chance to Shine - live cricket sessions

Natural Curriculum

Active Maths and English

Timetable Rockstars

NCETM

CEOP Think you know Resources

Mental Health resource pack

Andy Avery Open the book weekly collective worship video

Jigsaw

Kahoot

Spelling Shed (catch up funding)

Mr Andrews Online

Twinkl

Phonics Play

Drawing with Rob

|   |   |   |
|---|---|---|
|   |   | <p>Hungry Little minds</p> <p>bbc teach- school radio</p> <p>Cbeebies</p> <p>Oxford Owl</p> <p>Top marks maths</p> <p>Bounce Patrol</p> <p>Singing Walrus</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 children to complete tasks and assignments independently.</p> | <p>The school has a DFE recommended system in place to support our remote learning.</p> <p>Our remote learning includes live registration/chat, live guided reading/debates and discussion time, pre-recorded lessons, direct teaching time from other educational providers and time for children to complete the tasks.</p> <p>Social skills are maintained through class chats and sharing time. Children and teachers take the opportunity to share work and experiences and provide time for children to reflect on and improve their work.</p> <p>Revision of previous skills is incorporated into lessons so that children have the chance to refine and</p> | <p><b>To help develop remote education plan:</b></p> <p>Oak Academy</p> <p>White Rose Maths</p> <p>Literacy Company units</p> <p>Historical &amp; Geographical Resources</p> <p>ASE - Association for Science Education</p> |

The school uses a digital platform to support effective communication and accessibility for all children, including those with SEND.

Hard copies are available for parents on request

consolidate previous learning – this may be in the form of worksheets, quizzes or discussion.

Where needed, the curriculum is adapted to meet the needs of SEND.

Charanga

MyMaths

BBC Bitesize

Joe Wicks

Chance to shine-live cricket sessions

Active maths and English

Timetable Rockstars

NCETM

CEOP Think you know Resources

Mental Health resource pack

Andy Avery Open the book weekly collective worship video

Jigsaw

Kahoot

Spelling Shed (catch up funding)

Mr Andrews Online

## Assessment and feedback

The school has a plan in place to gauge how well all children are progressing through the curriculum using questions and other suitable tasks.

The school provides feedback, at least weekly for core subjects, using digitally facilitated or whole-class feedback where appropriate.

Class teachers are able to keep a record of the children who are submitting their work and identify children who are not 'turning in' assignments. Parents are contacted in this instance to check whether there is an issue (technical or otherwise) and support offered if needed.

Marking follows usual school policy where possible so that consistency is maintained between school and remote learners.

Where children are submitting work below the expected standard, the class teacher will initially raise this confidentially with the child. If further support is required, teachers will contact parents to explain their concerns.

Teachers recognise that, in some instances, children may be working completely independently and this could account for the dip in their usual standard of work.

Children traffic light their work using usual self-assessment procedures.

Teachers provide feedback via Google Classroom for all submitted pieces of work and also feedback to support children who have raised queries about their learning.

EYFS- Feedback on Tapestry is given daily on all work and learning.

Email correspondence with parents as needed

Google Classroom – feedback to the children

Written feedback to children through marking their work packs/jotters

|  |  |  |
|--|--|--|
| <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>   | <p>Teaching staff are aware of resources available to support remote learning and all teachers have had training in using Google Classroom.</p> <p>Research from EEF and Ofsted is used to inform good practice and ensure that remote lessons are not too long for primary aged children to access. Teachers acknowledge that children are less able to concentrate on remote lessons compared with those delivered in the classroom. The medium of delivery is not as important as good teaching practice and teachers ensure that a range of high quality, non-screen based activities are incorporated into the curriculum offer.</p> <p>New guidance/support is emailed to staff regularly.</p> | <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p>   |
| <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 children 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 children with SEND.</p> | <p>Staff have access to the digital resources and tools that we need to teach and support children remotely – they adhere to the school policies relating to the delivery of a remote curriculum.</p> <p>Staff received training (9.10.2020) in order to support the use of Google Classroom and resources.</p> <p>Staff who feel confident are able to use digital resources e.g. Google Classroom. Computing leads are on hand to support colleagues.</p>  | <p>Oak Academy</p> <p>White Rose Maths</p> <p>Literacy Company units</p> <p>Literacy Counts units</p> <p>Historical &amp; Geographical Resources</p> <p>Charanga</p> |

|   |   |   |
|---|---|---|
| <p>Where possible, the training provided is sustained to ensure staff continue to support effective teaching practice remotely.</p>                       | <p>A member of SLT is in school every day to support TAs in delivering remote offer to children in school.</p>  | <p>MyMaths</p> <p>BBC Bitesize</p> <p>Joe Wicks</p> <p>Chance to Shine-live cricket sessions</p> <p>Active Maths and English</p> <p>Timetable Rockstars</p> <p>NCETM</p> <p>CEOP Think you know Resources</p> <p>Mental Health resource pack</p> <p>Spelling Shed (catch up funding)</p> <p>Mr Andrews Online</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>School is supported by the association with Ignite Alliance and by the University of Chester – staff accessing CPD/Support.</p> <p>School is also supported by local cluster schools.</p> <p>School liaises with a cluster of twelve local schools to share good practice.</p> |   |

|   |  |   |
|---|--|---|
|   | <p>SLT access weekly HT Coronacast zoom meetings to share good practice and disseminates information to staff.</p>   |   |
| <p><b>Realistic expectations of children, parents and carers</b></p> <p>Parents and carers have clear guidance on how to support children at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Children 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>Parents and carers have clear guidance on how to support children at home. Those that struggle are able to contact school via class email, Admin or HT email.</p> <p>Information regarding remote learning can be found on the school website.</p> <p>Children understand how they can participate in remote learning.</p> <p>Teachers inform children about the expectations regarding how many hours they should be learning.</p> <p>Parents are reassured that school will support families and teachers and SLT understand that the additional pressures on families to deliver home learning may cause issues that will affect the wellbeing of the families. In these circumstances an adapted curriculum will be devised that ensures families feel supported.</p> | <p>School website to be updated regularly.</p> <p>Office staff to pass on any messages to class teachers.</p> <p>Parent online survey completed</p> |

|  |  |   |
|--|--|---|
| <p><b>School community events</b></p> <p>Children are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND children.</p>  | <p>Children are invited to attend a daily live registration/catch up chat with their class.</p> <p>Where possible teachers have organised community lead activities e.g.</p> <ul style="list-style-type: none"> <li>● Y1 hunt for Nibbles</li> <li>● Friday 29<sup>th</sup> January 2021-Children to take part in RSPB Birdwatch National Data project</li> </ul> <p>WL is recording a whole school Monday message and a #Hotchocolate Friday storytime</p> <p>PTA events are carrying on e.g. Valentine's raffle.</p> |   |
| <p><b>Ensuring safety</b></p> <p>There are clear safeguarding protocols in place to ensure children 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 children are safe.</p> <p>School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.</p> <p>Updated Safeguarding appendix</p> <p>Remote learning policy</p> <p>Remote home school agreement in place</p>   | <p>Phone calls made to families who have not been in regular contact with either the class teacher or in school to establish that children are safe.</p> <p>Calls/text/emails to the office monitored and responded to in good time.</p> <p>Good communication with staff in school to ensure that staff are aware of any issues that may affect children in their class.</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>Live sessions are recorded in line with advice from CWAC</p> | <p>Online safety has been taught in school and regular updates and additional information is shared with children and parents via newsletters, twitter, the school website and as an integral part of the curriculum.</p> <p>COEP information is shared monthly with staff and parents</p> <p>Homeschool remote agreement in place</p> <p>Staff code of conduct makes expectations about online conduct explicit</p> <p>ATs have information from University of Chester and MTVS about safety measures to be taken when remote teaching</p> <p>All staff understand that safeguarding remains paramount and any incidences when teaching remotely are followed up using the established protocol.</p> |   |
| <p><b>Well being</b></p> <p>Leaders, teachers and children are aware of how to spot potential well being or mental health issues and how to respond.</p>   | <p>Staff are aware of potential well-being problems. They are aware to let the class teacher or SLT know if there are any problems around wellbeing or mental health.</p>   | <p>Phone calls home</p> <p>Good communication</p> |

|   |   |   |
|---|---|---|
| <p>There are regular catch ups with children one to one particularly for those that are most vulnerable.</p>  | <p>Weekly phone calls home to the parents and child where needed.</p> <p>Wellbeing packs have been sent to parents and for those with concerns staff signpost them to appropriate agencies.</p> <p>Wellbeing and mindfulness are part of our online curriculum offer.</p> <p>The importance of maintaining their physical health is communicated as part of the online curriculum – PE lessons and outdoor learning (including Active Maths and English) are integrated into weekly plans.</p>  | <p>SLT to call the most vulnerable once a week.</p> |
| <p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Children 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>Inappropriate comments online are dealt with swiftly and where concerns remain parents are informed.</p> <p>Despite the differences in delivery of the curriculum, children are encouraged to display the same positive behaviours and attitudes that would be nurtured in the classroom. The online curriculum is intended to inspire learning, develop knowledge so that children can make informed choices and encourage them to become active citizens in line with MTVS intent.</p> |   |

|  |  |  |
|--|--|--|
|  | <p>Remote learning, by its nature, can also encourage independent learning, resilience and offer a sense of achievement when new skills are learned – teachers make sure that all children are able to develop these desirable qualities through appropriate access to the curriculum.</p> |  |
|--|--|--|