

STOW ON THE WOLD PRIAMRY SCHOOL PLANNING FOR REMOTE/BLENDED EDUCATION

Within Section 5 of [Guidance for Full Opening](#), the DfE sets out its expectations for a school's remote learning offer should a class, group or small number of pupils need to self-isolate, or there is a local lockdown.

The framework below, produced by GCC, is designed to support senior leaders with decision making when planning the school's offer.

Schools are at different stages with their plans. For those who have completed the process, the framework can be used to review current provision against the DfE guidance. For schools just beginning the process, the format supports the gathering of information needed to shape the offer.

At each stage, there are links to relevant information, including details from the DfE regarding access to laptops for children who cannot attend school, the offer from the Oak National Academy as well as information on virtual platforms such as Google Classroom and Microsoft Teams.

Finally, we are collating a 'Putting Remote Education into Practice' section on GCC Schoolsnet where we can share good practice with each other as well as 'Top Tips' to support implementation. If you would be willing to share what your school is doing with others, please contact Sandra Parker – sandra.parker@gloucestershire.gov.uk.

<p>DfE Guidance for Full Opening Section 5: Contingency Planning for Outbreaks</p>	<p>Areas to consider Plan for different possible scenarios: <ul style="list-style-type: none"> ▪ National or local lockdown; ▪ Closure of identified bubbles; and ▪ Families needing to self-isolate. </p>	<p>Comments</p>
<p>EXPLORE</p>		
<p><i>‘Give access to high quality remote education resources.’</i></p> <p><i>‘Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.’</i></p>	<p>Ensure all stakeholders understand the latest expectations for remote education.</p> <p>How was learning organised when the school was partially open?</p> <ul style="list-style-type: none"> ▪ What platform(s) were used? ▪ How was learning monitored? ▪ How did the chosen approach and platform enable teachers to allocate work, assess pupil understanding and provide feedback? 	<p>Understanding will be assured for all stakeholders through staff and governors meetings, regular updates for parents via email, newsletters, texts and verbal updates as well as updated risk assessments produced by all school and published individually.</p> <p>Platforms used included Trello boards and the school website, with emails daily and regular phone calls between home and school. Home visit as and when required in line with risk assessments</p> <p>Learning was monitored as always by class teachers who requested feedback, work related pictures and photographs of activities sent back to class emails. The Head teacher and subject leaders monitored uptake of home learning and the quality of resources and lesson planning.</p> <p>The chosen platform Trello enabled teachers to allocate work to classes and to specific groups and the feedback via email allowed assessment of learning. Feedback to individuals was achieved via email and by phone calls as required.</p>

	<p>Evaluate the impact of those systems:</p> <ul style="list-style-type: none"> ▪ Collect feedback from all stakeholders. ▪ Was the approach appropriate for EYFS/SEND/targeted groups of children? ▪ Did the approach used mirror the school's Intent for the curriculum? 	<p>Parental feedback has been collated via a survey monkey survey online from Governors asking for their opinions on key aspects of home learning and the support during lockdown</p> <p>Feedback from Governors has been achieved through virtual meetings throughout lockdown and since term started.</p> <p>Feedback from staff has been very positive and they have continued to use the Trello boards for homework and liaising with parents/ uploading information videos since term started.</p> <p>Views from children will be collected within class bubbles by staff during this term and as/when they are off during term time due to self-isolation etc.</p> <p>The approach used was ideal for EYFS and SEND or targeted groups as it was individualised and the families were able to adapt suggestions and give feedback. Home visits and phone calls to vulnerable families also helped as we were able to identify families who could not access IT or who needed basic resources such as pens and paper or printing inks etc. which school then provided</p> <p>The approach was an exact mirror of our INTENT, as we did not use Oak Academy or any other mass produced resources which were not directly linked to our intended plans for the term.</p>
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	<p>What needs to be done as a result of this evaluation?</p> <ul style="list-style-type: none"> ▪ Does the school need to research alternative strategies/platforms? ▪ If necessary, explore available remote education platforms and resources to support plans. <p>National Tutoring Programme</p> <ul style="list-style-type: none"> ▪ Can this be used to support the school's remote learning offer? <p>Helpful Links: Remote learning: survey pack for parents and pupils (The Key, updated 28.04.20) Lockdown Lessons – interim findings on how pupils coped with home learning and some of the barriers. Includes information on a free diagnostic tool to help teachers and school leaders understand how the lockdown has affected their pupils as they return to school in greater numbers (ImpactEd)</p>	<p>The school intends to continue with its current arrangements and to build the capacity in the provision by thinking ahead of its strategy should a bubble or group of children need to isolate or if a child is off school but well enough to learn.</p> <p>The school will keep blended learning on staff meeting agendas and will bear in mind the possibility of remote learning when planning or purchasing resources or licenses in future so that capacity is increased.</p> <p>The school will consider its long term curriculum plans and consider whether the school will need to consider additional or other platforms or online resources and how these would fit into the school's overall strategy.</p> <p>The school intends to support children who are off when they are well so that they can continue with the learning in class and the lessons that they have missed so that they can be quickly assimilated back into class. The school does not intend to video lessons live due to safeguarding staff and adults</p> <p>The school is currently exploring the local options for tutoring as required and is assessing children to see who if any would require additional support in this manner.</p> <p>The school will plan to explore the suggested links over the course of the coming few weeks</p>
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	<p>DfE funded support for digital education platforms and details on access to devices (The Key, 24.04.20)</p> <p>Feature comparison: G Suite for Education and Office 365 Education (The Key, updated 26.06.20)</p> <p>Webinars: Oak National Academy set out plans for school use in 2020/21</p> <p>Best evidence on supporting students to learn remotely (EEF, 20.04.20)</p> <p>Guide to supporting school planning: A tiered approach to 2020-21 (EEF, updated 28.08.20)</p>	and each subject leader will review any useful suggestions made and disseminate to staff
PREPARE		
<p><i>‘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.’</i></p> <p><i>‘Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.’</i></p> <p><i>‘Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.’</i></p>	<p>Ensure all plans are considered as part of the school’s risk assessment. Look at curriculum plans for the year ahead.</p> <ul style="list-style-type: none"> ▪ How can these be supported by or adapted for remote learning opportunities? ▪ How will the school’s approach take into account the different ages and needs of the pupils? 	<p>As each term passes staff are considering how their planning could be adapted and changed in light of possible blended learning opportunities and identify which aspects would lend themselves well and which would be more of a challenge. For example, recording an online PE session is simpler than trying to elicit an emotional response to a story reading session or helping children one to one through a complex phonics session.</p> <p>The school has already taken into account the issues relating to age and the need for play based child centred experiences in reception</p>

<p><i>'Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.'</i></p> <p><i>'Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.'</i></p>	<p>Communication</p> <ul style="list-style-type: none"> ▪ Share planned approach with all stakeholders. ▪ Give regular curriculum updates to parents/carers throughout the term. ▪ Collect a list of families who may qualify for access to relevant technology support so that this can be acted on as needed. ▪ Consider who may need printed resources- who will prepare these; how will families receive them? <p>CPD</p> <p>What training or support is needed for the plans to be carried out effectively? [For example: how to operate the chosen platform; and effective assessment.]</p>	<p>through to very individualised research and independent learning opportunities in y6. As before the approach will be shared in the usual manner with all stake holders as outline above.</p> <p>Curriculum updates are now being given through video updates and much more information is being sent electronically rather than through face to face meetings or paper copies being sent home. The impact on parents who cannot access electronic means is being weighed up against the advantages for working parents who are often unable to attend face to face and in school sessions and who now have a more equitable relationship with school.</p> <p>The school already has an up to date list of vulnerable families and those who cannot access digital content and has arranged for work and resources to be sent home with food parcels and home visits.</p> <p>The families are already used to asking for help and support as required and things have been taken either by staff or by a bespoke taxi service</p> <p>Staff have already had a very steep learning curve during lockdown and are now very familiar with the platforms and resources and with using whole class emails and the use of emails to respond to work/queries from parents and feedback. However, this said they are now keen to use their boards rather than class web pages as they are more immediate and versatile.</p>
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	<p>National or local lockdown/closure of identified bubbles</p> <ul style="list-style-type: none"> ▪ Establish a timeline of agreed actions and staff responsibilities in preparation for a bubble closure or lockdown (eg preparation of resources, distributing usernames). ▪ Create timetable to identify when and how teacher input will take place. ▪ Match available resources to support and enhance school curriculum plans. ▪ Based on the school's context, consider the balance of on/offline activities. ▪ Agree how the school will check in on pupil wellbeing and progress. 	<p>A timeline of actions to be drawn up in consultation with staff which will exactly match the previous arrangements and will be reviewed according to the numbers and the exact circumstances surrounding the lockdown or closure.</p> <p>This will include class seating plans, class timetables and class bubble email and distribution lists fully accessible to head/admin and parents through Trello and in case of lockdown</p> <p>Timetable of actions to be drawn up with staff and published to stakeholders by end of September.</p> <p>Staff undergoing audit of resources and considering what could be adapted and used to enhance curriculum plans</p> <p>School to keep DSL phone round system in place and already have recording software available to support vulnerable families in case of lockdown or partial closure. Class teachers to be used as first port of call with class teaching partners as back up given numbers or ill health. DSL team to be utilised if families are on school vulnerable list.</p>
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	<p>Families needing to isolate</p> <ul style="list-style-type: none"> How will in-school lessons and resources be shared with pupils who need to stay at home? [For example: recordings/live lessons for pupils to access from home; and photographs of notes made during lessons for pupils to refer to.] <p>Helpful Links: Oak National Academy Curriculum Plans</p> <p>Online education resources for home learning (DfE, updated 24.06.20)</p> <p>Laptops and tablets for children who cannot attend school due to COVID-19 (DfE, 07.08.20)</p> <p>Increasing internet access for vulnerable and disadvantaged children (GOV.UK)</p> <p>EdTech Demonstrator Programme Demonstrator schools/colleges (including Balcarras School) provide professional development, initially focused on supporting delivery of remote teaching.</p> <p>Checklist to use when designing ways for parents/carers to access and support their child's home learning (EEF, May 2020)</p> <p>CPD: Remote learning: programmes and webinars offering additional support (The Key, updated 26.06.20)</p> <p>Safeguarding advice for remote learning (GSCE)</p>	<p>Families needing to isolate will access plans, resources and notes and sample work/notes from lessons alongside face to face discussions as required.</p> <p>There will be no videoing of classes, but class teacher may use video to explain key learning points or video with a talked over presentation or PowerPoint to make key learning clear.</p> <p>Families with no access to laptops or tablets will be supported by the school with possible loan of equipment Use of links in left hand column will be made to enhance learning offered by teachers where it fits in directly with curriculum intent.</p> <p>School will consider use of webinars as part of its planned CPD programme and INSET during 2020-2021, subject leaders to advise on most helpful ones they have seen.</p> <p>BBC Bite size, White Rose, Bug Club, 123 maths, Diagnostic questions, Cando Maths, BBC Horrible History, Picture News assemblies Maths on the Move, are already part of our established curriculum and can easily be adapted accordingly</p>
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	<p>Safe remote learning (SWGFL)</p> <p>Online safety and safeguarding (LGfL)</p> <p>Which video conference service is right for you and using video conferencing services securely (The National Cyber Security Centre)</p> <p>Safeguarding and remote education during COVID-19 (DfE, updated 21.05.20)</p> <p>Keeping children safe in education: Annex C (DfE, updated 01.09.20)</p>	
DELIVER		
<p><i>‘Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.’</i></p> <p><i>‘Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.’</i></p> <p><i>‘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.’</i></p> <p><i>‘Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising</i></p>	<p>How will you evaluate the effectiveness of the school’s remote learning systems?</p> <ul style="list-style-type: none"> ▪ Ongoing, clear communication between all stakeholders. ▪ Look at how effective the approach is for different groups, including SEND, disadvantaged. ▪ Regular virtual meetings to share successes and areas for development eg assessment and feedback strategies. ▪ Monitor numbers of pupils accessing lessons and tasks; follow up any absences <p>Draw on colleagues and/or other schools to share good practice.</p> <p>If school remains open, consider how aspects of planned remote education opportunities</p>	<p>Ongoing communication as previously outlined</p> <p>Staff to ensure that email groups are continually updated and that contacts and those on My Concern are readily accessed by those who need to have the details.</p> <p>Ensure regular review of SEND pupils (six weekly) to ensure that the approach is effective and that those with an EHCP are particularly well supported.</p> <p>Virtual meetings now build in to timetable for school week and working effectively for sharing successes such as Virtual celebration assembly, virtual staff meetings, regular meetings between staff to support children and parents</p>

<p><i>material or simplifying explanations to ensure pupils' understanding.'</i></p>	<p>could be used to continue home links and parental engagement.</p> <p>Ensure approach is aligned with the latest guidance from the DfE.</p> <p>Helpful Links: Remote learning: 5 ways schools are giving pupils feedback now (The Key, updated 25.08.20) Questions for senior leaders to reflect on when schools set home learning to ensure the needs of disadvantaged pupils are taken into account (EEF, April 2020)</p>	<p>Heads virtual meetings to support each other and share problem solving ideas and suggestions and to ensure a clear strategy between schools across the cluster.</p> <p>School to keep updated on latest guidance and to review this plan.</p>
<p>SUSTAIN</p>		
<p><i>'We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'</i></p>	<p>How is the agreed approach being used and adapted to suit the age and needs of the pupils at the school?</p> <p>Is the agreed approach manageable and reasonable?</p> <p>How does the approach allow for peer interaction?</p> <p>How does the approach support pupils to develop their independence and reflect on their learning?</p>	<p>The approach is adapted for each class and each group within class.</p> <p>The approach is manageable and reasonable and staff are happy to behind home and school based learning under the current conditions. Long term the sustainability of any model will be reviewed and possible adaptations may need to be made.</p> <p>The approach allows for peer interaction when online such as in class assemblies and celebration assembly and sharing of good work on trello boards, in line with parental expressed preferences for allowing children to be online. Pup [Is will develop independence in that the leaning set should be accessible to the majority with limited parental intervention and support, as</p>

	<p>Ensure there is flexibility and capacity to adapt in response to feedback from staff and families.</p> <p>Helpful Links: Self-regulation at a distance (Research Schools Network, 01.06.20)</p>	<p>they are likely to need to be working from home. Activities will also be designed to avoid the need for mass printing and expensive resources at home, just basic household equipment such as pens pencils, basic kitchen equipment like jugs, spoons, cups and items likely to be found in the home such as clocks, timetables, cutlery, food items, packets, basic tools, basic art equipment eg colouring pens.</p>
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PUTTING IT INTO PRACTICE

We are collating local examples of approaches to remote/blended learning on GCC Schoolsnet – link above.

If you are willing to share your approaches with colleagues, get in touch!

USEFUL RESOURCES

(Further [resources](#) can be found on GCC Schoolsnet)

For parents

Department for Education (DfE)

Range of resources referenced in [DfE Guidance for Full Opening](#), including [Online Education Resources for Home Learning](#) and [The Oak National Academy](#).

[10 top tips for parents to support children to read](#)

[Supporting your children's education during COVID-19](#)

- [aged 2-4](#);
- [at primary school](#);
- [at secondary school](#); and
- [with SEND](#).

For schools

[The Key](#): COVID-19 resource hub: leading your school during coronavirus. Includes support with setting up your digital platform, and advice on delivering remote learning.

[EdTech Demonstrator Programme](#): Helping schools and colleges with support for remote learning

[EEF COVID-19 Support Guide for Schools](#): The EEF is publishing this guide to help teachers and school leaders support their pupils following the COVID-19 closures. It offers an overview of relevant evidence and links to key resources. It is designed in particular to support and inform schools' decisions about how to use catch-up funding announced in June 2020.

[Examples of teaching practice during Coronavirus](#) (DfE): An opportunity for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.

[Teaching during Coronavirus](#) (DfE): Information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak.

[National Tutoring Programme](#)

[Ofsted](#): Education plans from September 2020. Information on Ofsted visits from September 2020