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| **Individual 14 day isolation** | **Closure of a class or phase bubble** | **Whole School Partial Closure** | |
| Prepared 2 week learning packs for all phases ready for immediate delivery/collection so no learning is lost | Continuity of teaching plan in place for delivering remote learning should the teacher be affected and unable to work from home | Survey in place to show each families connectivity and number of devices per household allows the school to target support where it is needed | Teachers and support staff are well trained on platforms to be used and can use them confidently |
| Allocated slot for pastoral team (EJ/SP) to call pupils who are isolating at least once a week and for vulnerable pupils more often | Remote learning menu to be placed online each week that mirrors learning that would have taken place in that bubble (daily Maths, Reading and English plus the appropriate wider curriculum block and science) | Information in readiness to access DfE schemes to deliver 4G and devices to families in need means that this can be activated swiftly | As a result of agreeing learning and online protocols with pupils, staff and parents, online learning is effective and safe |
| Continuity of education plan in place should a teacher or 1:1 support staff member be told to isolate for 14 days | Mixture of voiced lessons, Oak academy lessons, and live teacher sessions (working from home) to support understanding and well being in place through SeeSaw and Teams | Identification of key families to provide loaned school devices for so that no child is left behind | Remote learning protocols added to our safeguarding policy ensure all stakeholders understand how to undertake this activity safely |
|  | All Pupils who do not access live sessions are contacted by the support staff member and or pastoral team for 1:1 discussion and check in. | Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well-being in place through SeeSaw and Teams | Agreed protocols for work submission electronically and adult response in place so that pupils continue to get appropriate feedback |

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| **Barriers:**  **Many households do not have good internet access**  **Many households do not have multiple devices to enable all siblings to learn at the same time**  **The school does not have strong IT infrastructure and needs investment to enable online live interaction at scale**  **Some staff do not have familiarity with online systems for teaching**  **Staff who are teaching a full class in school have little time to also teach pupils who are isolating remotely**  **Shortage of staffing due to Covid may reduce the school’s ability to deliver the learning offer** | | | | | |
| **Increase the effectiveness of the remote education offer:**  Prepared 2 week learning packs for all phases ready for immediate delivery/collection so no learning is lost  Continuity of teaching plan in place for delivering remote learning should the teacher be affected and unable to work from home  Survey in place to show each families connectivity and number of devices per household allows the school to target support where it is needed  Teachers and support staff are well trained on platforms to be used and can use them confidently  Allocated slot for pastoral team to call pupils who are isolating at least once a week and for vulnerable pupils more often  Remote learning menu to be placed online each week that mirrors learning that would have taken place in that bubble (daily Maths, Reading and English plus the appropriate wider curriculum block and science)  Information in readiness to access DfE schemes to deliver 4G and devices to families in need means that this can be activated swiftly  As a result of agreeing learning and online protocols with pupils, staff and parents, online learning is effective and safe  Continuity of education plan in place should a teacher or 1:1 support staff member be told to isolate for 14 days  Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well being in place through SeeSaw and Teams  Identification of key families to provide loaned school devices for so that no child is left behind  Remote learning protocols added to our safeguarding policy ensure all stakeholders understand how to undertake this activity safely  All Pupils who do not access live sessions are contacted by the support staff member and or pastoral team for 1:1 discussion and check in.  Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well-being in place through SeeSaw and Teams  Agreed protocols for work submission electronically and adult response in place so that pupils continue to get appropriate feedback | | | | | |
| **Improvement Targets (What?)** |  | **Actions:**  **(How?)** | **Timescale**  **(When?)/Cost** | **PersonResp.**  **(Who?)** | **Monitoring** |
| Prepared 2 week learning packs for all phases ready for immediate delivery/collection so no learning is lost |  | Collate appropriate packs of learning for maths English and the wider curriculum based on gap analysis  Utilise resources such as the Abacus/WRMH work books, Reach out History, Science and Geography work books  Create a master copy of each pack to be held in the school office  As each child is known to be isolating school office to notify class teacher and pastoral team for that phase.  Pastoral team to take a copy of the correct pack and deliver to that family | 21st September 2020  23rd September 2020 | Class teacher (CT)  EJ/SP |  |
| Allocated slot for pastoral team to call pupils who are isolating at least once a week and for vulnerable pupils more often |  | Pastoral team to use attendance slot to call each isolating child at least once per week and vulnerable children daily or twice weekly.  All calls to be logged on CPOMs  All vulnerable children calls or calls where concerns are noted to be logged on CPOMs | As required | EJ/SP |  |
| Continuity of education plan in place should a teacher or 1:1 support staff member be told to isolate for 14 days |  | If the class teacher is told to isolate, the Support Member of staff will continue to teach that class with the support and guidance of their phase leader and the DHT  Where possible and capacity allows, a second support member of staff from the phase bubble will be deployed to work with them  Where a 1:1 needs to isolate it is possible that the child will also need to isolate as a close contact. Where this is not needed the support member of staff from that bubble will step into the 1:1 role |  | CT and SS |  |
| Continuity of teaching plan in place for delivering remote learning should the teacher be affected and unable to work from home |  | Where the teacher cannot deliver remote learning for a class from home, the support member of staff will take over under the direction of the phase leader and DHT |  | CT and SS |  |
| Remote learning menu to be placed online each week that mirrors learning that would have taken place in that bubble (daily Maths, Reading and English plus the appropriate wider curriculum block and science) |  | Class teachers to plan as normal the learning to be delivered. Current planning should be followed to deliver maths and English lessons each day either through Oak Academy, or a voiced PPT.  Plans should be followed for Science and wider curriculum subjects through Oak academy, BBC bitesize and voiced PPTs  Live Teams calls should be used to have daily check ins with the class or with groups of pupils. These should be at times that do not clash with any other class to avoid issues in the home with sharing devices. These will include registering the child accessing learning that day and providing a drop in clinic for any questions that arise from the learning set for that day.  Teams or SeeSaw will be used for a class story slot each day |  | CT |  |
| Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well being in place through SeeSaw and Teams |  | See above |  |  |  |
| All Pupils who do not access live sessions are contacted by the support staff member and or pastoral team for 1:1 discussion and check in. |  | From the register taken, pupils who have not been spoken to and seen will be listed and names shared with the pastoral team and the DSL team. The pastoral team will call parents to check why and agree a way forward and support where needed, this must be logged on CPOMs and DSLs must be alerted. | As required | All staff |  |
| Survey in place to show each families connectivity and number of devices per household allows the school to target support where it is needed |  | Survey to be sent out in the first month of school to assess connectivity and number of devices in each household. This to include type of devices available  Results to inform DfE programmes for 4G and Devices | WC: 14.9.2020 | AB & LE |  |
| Information in readiness to access DfE schemes to deliver 4G and devices to families in need means that this can be activated swiftly |  | LE to have ready the lists of pupils who are disadvantaged and need 4G and devices in the event of a local lockdown  LE to send the information to the DfE as soon as the lockdown is announced | 21st September 2020  25th September 2020 | LE |  |
| Identification of key families to provide loaned school devices for so that no child is left behind |  | Computing leader to identify all old devices that still work and have charging cables  Computing leader to liaise with LE to set up a loan scheme of these devices in a local lockdown.  All devices loaned must be logged and recorded. LE and Computing leader to ensure that devices are collected after any lockdown is lifted. | 21st September 2020 | JR alongside Alamo  JR and LE |  |
| Mixture of voiced lessons, Oak academy lessons, and live teacher sessions to support understanding and well-being in place through SeeSaw and Teams |  | See above |  |  |  |
| Teachers and support staff are well trained on platforms to be used and can use them confidently |  | Train all staff on the use of DoJo (L.Ad) for messaging, train staff on the use of Teams and agree protocol  Train staff on the use of SeeSaw  Use SeeSaw to deliver homework over the term as a practice opportunity in readiness for any lockdown | Staff meeting 21st September 2020  Currently being explored by trust | LA / TH |  |
| As a result of agreeing learning and online protocols with pupils, staff and parents, online learning is effective and safe |  | Agree with staff and parents the requirements for online sessions   * Suitable room not a bedroom or bathroom * Suitable clothing, not pyjamas * Muting when listening to the teacher   Finding a quiet space where there are no pets etc to distract | 28th September 2020 | DSL Team |  |
| Remote learning protocols added to our safeguarding policy ensure all stakeholders understand how to undertake this activity safely |  | Safeguarding policy updated to include remote learning protocols  Shared with staff and training given | 28th September 2020 | DSL Team |  |
| Agreed protocols for work submission electronically and adult response in place so that pupils continue to get appropriate feedback |  | Agree ways of submitting work through SeeSaw and Teams  Agree the expected response format with staff  Review and refine to ensure manageable and meaningful | 28th September 2020 | All staff |  |