











 R = Encourage Resilience and Perseverance  A = Develop Articulate Learners.  I = Influence Aspirations.  N = Nurture Curiosity  B = Instil British and Christian Values  O = Provide Opportunities to build upon knowledge and skills  W = Wellbeing and Health	 <h3>INTENT</h3> <p>Through our bespoke Rainbow Curriculum, we remain committed to quality first teaching while maintaining our broad and balanced curriculum offer.</p> <p>We also want to maintain our sense of community cohesion while ensuring positive mental wellbeing for all school stakeholders, whether they are working or at home or in school.</p>	 <h3>IMPLEMENTATION—OUR APPROACH</h3> <p>Remote Learning Plan is in place offering a daily minimum of 3 hours worth of learning in KS1 and 4 hours in KS2 (meeting Government expectations). This is of equivalent length to what children would receive in school. Remote learning systems are fully embedded with 45 minutes live teaching time each day on Teams with Seesaw used to set assignments throughout the day. In EYFS, Evidence Me is used to set learning at home.</p> <p>The teaching sequence is matched to the in-school curriculum supplemented with use of Oak Academy and other online resources for minor adaptations. Focus on reading throughout our online offer with high quality Phonics resources provided where appropriate. High expectations of delivery for all subjects, with foundation subject guidance shared and disseminated by Subject Champions, earlier in the year. Staff consider the most important knowledge and concepts in their planning for remote education provision.</p> <p>Stability in staffing is maintained to ensure familiarity for children at home and in school.</p>	
 <h3>REMOTE LEARNING PEDAGOGY</h3> <ol style="list-style-type: none"> Teaching quality is more important than how lessons are delivered . Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning suit different tasks and types of content. <p>EEF – (Rapid Evidence Assessment in April 2020). Teaching in the Online Classroom (Doug Lemov, 2020).</p>	 <h3>MAINTAINING A SENSE OF COMMUNITY</h3> <p>Live Teams lessons take place for at least 45 minutes each day per class to allow for child led learning and interaction between pupils.</p> <p>Regular worship sent home to maintain the Christian Ethos, supported by Governors. Celebration Assembly sent weekly to parents to celebrate achievements across school.</p> <p>Themed days and events to take place across the school including National Story-telling Week and Children’s Mental Health Awareness Week. Feel Good Friday also takes place weekly across school.</p>	 <h3>ASSESSMENT AND FEEDBACK</h3> <p>From our marking and feedback policy, staff ensure that marking/feedback is manageable, motivating and meaningful at all times.</p> <p>Next step feedback is provided as and when appropriate to allow learning to progress. This is conducted through a variety of age appropriate mechanisms, such as verbal modelling, individual next steps, whole class feedback and adaptation of teaching sequence.</p> <p>Use of RAG rating system provides a daily overview of children’s understanding and allows for immediate intervention if necessary.</p>	 <h3>MONITORING PUPIL ENGAGEMENT</h3> <p>Systems are in place to monitor daily engagement. Collated by class teachers and reported to the SLT on a daily basis. Supportive steps are first implemented by class teachers/support staff. Persistent non-engagement followed up by SLT/EWS.</p> <p>Absence data is reported daily to the Senior Leadership Team and collated. Reporting takes place to the LDST, St Helens Local Authority and the Department for Education.</p> <p>Reward and recognition is also key to create and sustain pupil engagement.</p>



COMMUNICATION/ GENERAL PUPIL SUPPORT

Clear guidance provided to parents and carers on how to support pupils at home. This is regularly updated based on emerging community needs.

Information shared by a variety of communication methods such as email, text, videos, website (on our Remote Learning Page) and Twitter.

Timetables and consistent structure of delivery closely matched to in school sequence.

Focus on metacognition and children encouraged to reflect on their own performance. Use of after-noon Forms survey to promote this.



ACCESS TO TECHNOLOGY

Initial survey to parents in Autumn Term to establish access to devices. Text messages sent asking for parents to make school aware if devices are needed, including only access to a mobile phone.

Pupils provided with devices/internet access if unable to access at home. Data boosting provided to children that have poor access to internet. Paper packs and adapted re-sources provided when requested (including reading books). Vulnerable pupils identified and invited to attend school.



SAFEGUARDING (INCLUDING ONLINE SAFETY).

Parents and carers are able to raise any safeguarding concerns at any time. School has clear safeguarding protocols in place to ensure pupils are safe both in school and at home.

School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. Any contact with parents or concerns recorded on CPOMS. Senior Leaders are in class Teams group to monitor for Safeguarding purposes. Child Protection/Safeguarding amendment to policy for partial school closure. Acceptable Use Agreements/Teams and Seesaw contract/Safe Remote Learning guides shared with pupils and parents.

Appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). Securus System monitors use of devices at home.



SUPPORT FOR CHILDREN WITH ADDITIONAL NEEDS

Vulnerable children identified and invited to attend school. Rainbow Room pupils invited to attend school under 'vulnerable' category.

Bespoke work set to meet the needs of learners with high additional needs (supported by SENCO), including device adaptations.

Paper packs provided if needed.

Top tips for supporting autistic learners shared with parents.

Teachers readily contactable by different means of communication.



STAFF CPD

National Online Safety Online Courses for safeguarding and managing behaviour for remote learning. Available to all parents and governors too.

Staff meeting to share pedagogy/theory of remote learning.

Seesaw webinars for teaching staff.

Teams training from LDST.

Senior Leaders share and disseminate good practice from teaching staff across the school.

Senior Leaders are attending mental health and wellbeing training.

Use of Twitter.



WELLBEING

Staff are aware of potential wellbeing problems. They are aware to let the class teacher or senior leaders know if there are any problems around wellbeing or mental health.

Staff wellbeing is a huge consideration with PPA and an additional wellbeing afternoon provided each week for staff. Teaching staff can take PPA at home on a fortnightly basis. Open dialogue on workload. Regular opportunities always taken to show appreciation for staff.

Focus on wellbeing throughout our remote learning curriculum. Parish Spirit lessons to continue with full coverage and a minimum of two hours P.E provided each week.

Wellbeing Forms completed at the start of every day by all children and acted upon by staff and the SLT. Wellbeing half termly newsletter sent.

Wellbeing Leader and School Councillor to support pupil's accessing school at this time.

School dog to be introduced to the school community.

Collective worship allows staff and children to reflect on wellbeing.