

 September 2020

Distance Learning Plan

Henllys Church in Wales

School

|  |
| --- |
| **Improvement focus from self-evaluation:** |
| 1. **National priorities:** The actions in this priority will contribute to raising standards in:
* Literacy
* Numeracy
* Reducing the impact of poverty on educational attainment
1. **National Mission:** The actions in this priority will contribute to:
* Developing a high-quality education profession
* Inspirational leaders working collaboratively to raise standards
* Strong and inclusive schools committed to excellence, equity and wellbeing
* Robust assessment, evaluation and accountability arrangements supporting a self-improving system
1. **Regional/Local priorities:** Links to EAS Business Plan
* Improvement Strand 1: Engage with regional support programme for Education Reform to include curriculum reform, the professional standards (ETLF) and to support the school to develop as a Learning Organisation. Engage with the portfolio of leadership development as relevant to school needs identified through self-evaluation.
* Improvement Strand 3: Provide structured support and professional opportunities for school leaders and the wider education workforce to meet the demands in line with current and new accountability arrangements.
 |
| **Objectives:*** To implement an effective distance learning strategy that takes account of all learners (including those from vulnerable groups).
* To identify staff development needs and offer relevant PL to take account of wellbeing, appropriate pedagogy and use of technology to support a blended approach to learning.
* To provide clarity on a blend of learning approaches to be established considering both remote and classroom-based learning.
* To implement effective and reassuring communication strategies for all, to include staff, learners, parents and governors.
* To re-evaluate learning for the foreseeable future in response to a range of challenges such as:
* supporting learners to be ready to learn again to include use of new technologies
* ensuring we consider the wellbeing of both staff and learners
* developing learning which allows learners to continue to progress
* ensuring coherence for learners between in school and remote learning
* developing appropriate learning to adapt to the current situation
* ensuring appropriate safeguarding arrangements
* using the ethos, principles and guidance of the new Curriculum for Wales as a support to the current challenges
* encouraging practitioners to use and develop their professional judgement to best benefit learners.
 |

|  | **Action/Professional Learning Activity** | **Success Criteria** | **Resources (including use of grant funding)** | **Suggested Timescale** | **Monitoring arrangements*****Who, what, how, when*** | **Progress against actions** |
| --- | --- | --- | --- | --- | --- | --- |
| **Aut.****2020** | **Spr.****2021** | **Sum.****2021** |
| **1. Leadership**  | **Lead: DHT/HT**  | **All staff** |  | **Governor link:** |  |  |  |
| 1.1 | With all key stakeholders, develop a **shared vision for distance learning** centred on the learning of all pupils and linked to the whole school vision.  | All stakeholders including staff, parents, learners, governors and external partners support the co-construction of the vison for distance learning and understand how the school’s vision for distance learning supports its distance learning strategy. The school’s vision for distance learning is built around the four purposes of Curriculum for Wales and ensures equitable access for all learners to the distance learning approaches.  | SLO resources and guidanceCurriculum for Wales  | July to November 2020 | Ongoing stakeholder surveys. School’s revised Assessment, Monitoring and Self-Evaluation (AMSE) cycle to take account of overarching vision statement for distance learning. |  |  |  |
| 1.2 | Leaders to conduct an **audit of current distance learning provision** (to include consultation with staff, learners and parents). | Leaders have established a clear self-evaluation baseline for distance learning provision across their school and have identified suitable areas for improvement and potential PL requirements. | Audit tool | July to November 2020 | Checklist completed and RAG rated by SLT and shared with staff and governors.  |  |  |  |
| 1.3 | Leaders and Governors identify a senior strategic lead with responsibility for the distance learning strategy – **Distance (DL) Learning Lead** Establish a staff leadership group for distance learning to support the work of the DL Lead. | A member of the senior leadership team has taken overall responsibility for the quality assurance of distance learning / blended learning approaches across the school, identifying PL needs as appropriate and identifying and sharing best practice from within and across schools |  | October 2020November 2020 | Governing Body to be consulted in relation to identified roles and responsibilities and receive confirmation of identified staff member.Strategy/Policy for DL to be presented to the GB November 2020.Identified GB lead for DL to receive updates from DL lead and monitor progress of strategy.  |  |  |  |
| 1.4 | Provide **distance learning** **safeguarding guidance** to learners and families in relation to the safe use of screen time and online tools to preserve student well-being and mental health. ​In consultation with the LA, leaders provide clear safeguarding policy for staff regarding online working to include protocols for live streaming. | All learners and staff are safe online and adhere to school guidance based on LA policy All parents/carers are aware of the advice and guidance for keeping their child safe while online. There are clear procedures in place to report safeguarding concerns around use of online learning. activities (for staff parents and learners), and reporting procedures are clear to all stakeholders. | Resources available via Hwb.LA safeguarding policy and live- streaming guidance.School safeguarding policy statements.Stay Safe Stay Learning Guidance.Has the school provided any guidance leaflets etc which are specific to your own expectations and processes?What about support for parents of EAL pupils? | October 2020 | School policy statement and advice for parents/carers available on school website by November 2020. |  |  |  |
| 1.5 | Leaders eg Distance Learning Lead, ALNCo, safeguarding/ well being lead, engage with **wider services and agencies** (outside of education) to support collaboration e.g. youth service. | Effective networks and collaborative arrangements support learners’ social and emotional and academic development.  | Cluster grant plan PL meetings with clusterProfessional enquiries | September onwards. | Quality of provision is monitored as part of the school’s AMSE cycle by the use of first hand evidence. |  |  |  |
| 1.6 | Leaders to review and adapt their **AMSE cycle** to reflect the distance learning / blended learning agenda. | AMSE processes are used effectively by leaders to inform the professional learning of all staff to improve the quality of provision and support pupil progress | WG GuidanceAMSE timetable |  | Progress relating to AMSE processes to be reported through usual line management channels. HT reports to GB. |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2.** | **Professional Learning** |  |  |  |  |  |  |  |
| 2.1 | Leaders to conduct a **professional learning needs analysis** based on the areas of wellbeing, blended learning approaches and the use of digital learning platforms / use of technology.1. wellbeing and social, emotional and mental health awareness
2. blended learning – in the use of appropriate digital learning platforms and suitable technologies
3. development of pedagogies to support distance learning to include a focus on formative assessment, strategies to support learner feedback and promote self-regulation.
 | A professional learning needs analysis in consultation with all staff to identify areas for development is kept under review and is used well to inform planning for whole-school and individual PL.Innovation and creativity are well supported at all levels of the organisation to ensure a rich and effective student experience.Staff have access to appropriate practical guidance around online delivery.Worthwhile online staff development opportunities are available wherever they can improve delivery and accessibility.All staff are confident in supporting learners with bereavement and are equipped to support learners' emotional needs. | Professional learning grantSchools as Learning Organisations framework and surveyEngage with regional professional learning offer as set out in supporting the workforce playlist.Areas of Learning Leads to attend network meetings. | From November 2020 onwards | Reviewed training needs analysis *and an overview of the subsequent actions taken* is regularly shared with GB via HT report to GovernorsPerformance management is used to support staff to learn new skills and refine pedagogical practices in relation to distance learning. |  |  |  |

|  | **Action/Professional Learning Activity** | **Success Criteria** | **Resources (including use of grant funding)** | **Suggested Timescale** | **Monitoring arrangements*****Who, what, how, when*** | **Progress against actions** |
| --- | --- | --- | --- | --- | --- | --- |
| **Aut.****2020** | **Spr.****2021** | **Sum.****2021** |
| **3.** | **Curriculum and Pedagogy** |  |  |  |  |  |  |  |
| 3.1 | Distance Learning lead / assessment lead / working group to define ‘appropriate’ mechanisms of **formative learner assessment** in order to support pupil progress.Staff enhance communication and **collaboration amongst learners** to facilitate mutual learning, formative assessment and wellbeing​.Distance Learning Lead to deliver an INSET day and staff training on the new curriculum and 12 pedagogical principles and how to deliver this through meaningful blended/distance learning. | Assessment contributes well to developing a holistic picture of the learner in order to identify and support their reengagement and next steps in learning. Assessment enables learners to be ready to learn and to make progress through effective formative assessment processes.Leaders use an effective range of first-hand evidence to evaluate the quality and impact of blended learning.All staff are confident in deploying the pedagogical approaches that are more readily suited to capturing learning and pupil progress.A range of strategies is in place in all classes to support peer interaction to include, where appropriate:* peer marking and feedback,
* sharing models of good work, and
* opportunities for live discussions of content.
 | EAS AfL Guidance (to follow)What platforms are you using to achieve this? How will you provide effective feedback/ feed forward?What about for EAL pupils? | Sept - ongoing | Quality of provision is monitored as part of the school’s AMSE cycle by the use of first hand evidenceAssessment should be used to support each individual learner as they re-engage with learning, to encourage progression in learning and. Crucially, assessment should help learners to identify what they have achieved and what next steps they should take both to enable them to be ready to learn and to continue to make progress in their learning. |  |  |  |

|  | **Action/Professional Learning Activity** | **Success Criteria** | **Resources (including use of grant funding)** | **Suggested Timescale** | **Monitoring arrangements*****Who, what, how, when*** | **Progress against actions** |
| --- | --- | --- | --- | --- | --- | --- |
| **Aut.****2020** | **Spr.****2021** | **Sum.****2021** |
| **4.** | **Learners** (to include support for vulnerable groups\*) |  |  |  |  |  |  |
| 4.1 | Leaders to **identify support for the most vulnerable learners** and families to ensure school/setting messages and expectations on engagement are clear and concise during the implementation of the alternative education plan. ​MAT learners are challenged to reach their potential. | All vulnerable learners have enhanced access to school-based adults either through face to face contact or via eLearning. Pastoral and communication systems allow leaders to accurately identify families who may have increased or new vulnerabilities due to financial/health/wellbeing pressures. | PDG/FSMPDG/LACIntervention programmes – ComIT, Silver SEAL etc | June 2020 onwards | Levels of engagement with distance learning are monitored and shared with Wellbeing Lead/ALNCo and appropriate follow up action determined. |  |  |  |
| 4.2 | Senior leaders to ensure all **key interventions** **to support all learners** in relation to re engaging and interacting in school life are in place:1. Build in reflection time to the daily timetable via Circle Time.
2. Focus on Social, Emotional Learning via key activities.
3. Implement the 5 ways to wellbeing within the Curriculum
4. Explore and implement range of strategies to make effective use of the outdoors to support learning and wellbeing.
 | Learners engage well in activities and respond to emotional support when required. Learners’ experiences and wellbeing are enhanced through outdoor learning and the use of the outdoors during unstructured times e.g. break and lunch times | EAS outdoor learning resources(see Playlist) | October 2020 onwards. | Termly monitoring/ tracking of pupils’ progress.FP/Wellbeing Lead to monitor planning and methods of delivery and offer support where needed. |  |  |  |
| 4.3 | Utilise **pupil voice** or pupil leadership groups to provide feedback to inform practice on wellbeing, distance learning and general school organisation / pastoral support during the DL period. | Feedback from pupil groups is used effectively to enhance learner experiences and ensure good levels of wellbeing learner engagement and progress. | Pupil questionnairesCurriculum feedbackPASS survey outcomes |  | Pupil survey information and Listening to Learners as part of the AMSE cycle. |  |  |  |