| Lord Derby Academy Remote Learning Development Plan 2020/21 | | | | | | | | | |
| This plan runs in conjunction with the Pupil Premium Plan, **the catch-up funding plan and the whole school Improvement Plan** | | | | | | | | | |
Target Area	Area/Focus Specific Target	Baseline Information	Action/Strategy	Integrated CC-U/ PP/SIP	Success Criteria	Who	When	Cost	RAG
1. Teaching and Whole School Strategies	**Preparation and Training** *LDA has a securely planned approach to remote learning; clear systems are in place and staff and pupils are well prepared for different tiers and the changes that might bring*	Some staff have used Google Classroom prior to 'lockdown', particularly IT & technology subjects. Google classroom is a new platform for the majority of teaching staff	• Training for staff to deliver high quality remote learning through Google classroom. • Training provided via whole school input (for example during Twilight sessions, inset etc) to senior and middle leaders and via department specific opportunities (for example during departmental meetings) • Training for staff in use of additional remote learning tools e.g screencastify, livestream etc. • Allocate time/funding for selected staff to create catch-up resources utilising in-house materials / BBC bitesize/Oak Academy resources. Resources to include work booklets / podcasts / pre-recorded revision lessons. • Provide staff with necessary tools and technology to deliver teaching remotely e.g mini-visualiser for use at home. • Staff ensure that they have suitable devices and/or resources at home in case of periods of self-isolation • Use of the AOM and LDA Google Staffrooms to share effective practice • Utilise staff expertise to support others, for example facilitating Google Classroom 'drop in' sessions • Use staff voice to identify and monitor training needs, for example via Survey Monkey • Staff create Google classrooms for each class/subject as appropriate, following the school system (appendix 1) • Subject leaders are co-teachers to allow resources to be easily shared across classrooms including links to useful subject websites etc. • All access codes are submitted by class teachers and stored in the shared drive • Pupils record classroom codes in their planners • Subject teachers upload taught lessons and relevant resources to Google Classroom • All classroom codes are collated by subject area and by year group for ease of access • Identify individual pupils and/or cohorts who require additional support to access and thrive while working remotely and tailor bespoke support packages and training	Y	Staff are confident in the use of Google classroom. Staff have access to the required tools and CPD and are equipped to continue to deliver high quality teaching and learning in school and remotely. .	CP/ HODS	Term 1 - ongoing		

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1. Teaching and Whole School Strategies (continued)	**Quality of Education including Quality First Teaching** *Education is not optional* • *All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.* *The curriculum remains broad and ambitious* • *All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.* *Remote education* • *Develop remote education so that it is integrated into school curriculum planning.* • *Where needed, this is high-quality, safe and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed*		• Provide access for any pupil isolating to work that is, as far as possible, the same work they would be accessing in school. • Staff plan tasks that meets the needs of pupils using the 'Blended Learning Model' to support planning and delivery of different approaches to support pupils to access the most effective blend of face to face and remote experiences • Use online platforms effectively to continuously assess pupils' progress in key areas and use data to shape future learning foci • Evaluate the quality of remote provision via departmental and whole school monitoring of virtual classrooms • Monitoring of remote provision identifies and celebrates effective delivery of content, with emphasis on challenge, accessibility, engagement and accountability • RF to complete virtual learning tours weekly, providing feedback to departments • Utilise opportunities across the trust to collaborate at all levels • Access, where necessary, training, resources and materials from external sources (for example DFE, Oak Academy etc.) • Teaching staff continue to utilise strategy from the Doug Lemov 'toolkit' to meet the needs of pupils (for example Do Now Activities, and Reflect Make Progress are used within the remote learning package) • Teachers shape, adapt and refine learning to meet the need of remote learners, recognising that pupils may need additional support and guidance while working from home • Support staff to assign appropriate resources and tasks to allow year 11 pupils to access mock examinations remotely • Purchase Tassomai and GCSEPod to provide online learning, revision tasks and wellbeing support to all pupils working remotely • Share and employ engagement strategies to increase pupil commitment and progress while working remotely • Add 'remote Learning' classcharts points for staff to reward pupils completing effective remote learning • Add 'remote learning' compliance/reluctance negative points to set clear expectations of pupil engagement • Purchase 'Google Enterprise' licences to give wider access to features in the classroom	Y	Pupils are able to access high quality materials in school and at home. Teachers plan learning that integrates into the wider curriculum and effectively blends school and remote learning There is minimal disruption to pupil learning	CP LM HODs RF • .	Term 1 ongoing	£1000 to provide paper-based support pack for any pupil experiencing access issues £5000 Tassomai Enhanced licences for Google Suite £1305.60	/ / / / / / / / / / / /

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1. Teaching and Whole School Strategies (continued)	Communication		• Communicate clear and consistent expectations around remote learning to families (and any other professionals who work with the family where appropriate) • Provide learning that meets the needs of individual pupils when setting/sharing work, particularly for pupils with SEND and/or EAL pupils • Give opportunities for input from pupils and parents/carers and use the feedback to shape support • Collect information from pupils to determine barriers and needs in order to allocate resources effectively	Y	Stakeholders feel well informed at all stages, particularly following key changes	CP LM CT HODs	Term 1 ongoing			/	/ /
	Managing Change The Remote learning package meets the needs of pupils, anticipating change as a result of government or school policy and guidance		• Departments identify 'remote ready' tasks in advance that can be set for pupils working remotely in case of low staffing or high pupil absence • Introduce additional 'live' teaching, particularly to pupils in KS4 • Departments should prepare resources that can be delivered via online sessions to whole year groups/option groups such as walking talking mock exam readings **In the event of moving into Tier 2/rota system:** • Programmes of study are adapted to meet the requirements of rota sessions • Teachers continue to plan learning to be delivered face to face or set as online tasks, ensuring that the needs of different learners are met • All lessons are uploaded onto the Google Classroom during in and out days of the rota	Y	Leaders anticipate and manage change effectively so as to limit disruption to education Change is communicated to all stakeholders in a timely and effective manner	CP HODs	Term 1 ongoing At tier 2			/ /	/
2. Risk Assessment and Safeguarding			• Staff and pupils are given clear guidance to support appropriate use of online platforms/Google Classroom • Any online communication by staff meets to IT acceptable use policy guidance • Staff follow appropriate safeguarding measures	LDA RA	Staff follow the IT acceptable use guidance and safeguarding procedures put in place	CP CS				/	/
3. Remote Platforms and Catch-up support			• Provision of additional resources to aid learning support e.g revision guides. • Provide additional funding (via the C19 Catch-up funding) for subject areas to support effective remote learning, for example art materials, Spanish dictionary, English Literature texts • Purchase online platforms to provide effective methods to close gaps during periods of remote learning • Use Catch-up funding where necessary to support pupils working from home, for example by providing access to online tutoring where appropriate	Y	Leaders identify appropriate platforms to identify gaps in learning, address error and misconceptions and maximise progress	CP LM JA		£1500 to purchase revision guides	/ / /	/