

Review of our remote education provision

January 2021

Framework

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Scoring

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as</p>	<p>Using DB primary to deliver a mixture of live and recorded sessions – AHT and DHT responsible</p> <p>Interventions delivered that are targeted and focussed specific to the objectives (objective led) according to gap analysis for reading and phonics</p>	<p>Maths intervention</p> <p>Development of AFL online strategies</p> <p>Remote SEND provision</p> <p>Wider curriculum coverage</p> <p>Class timetables</p> <p>However, taking into consideration LEMOV 2020, who suggests that online curriculum is less</p>		<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

<p>close as possible to the in-school curriculum.</p>		<p>powerful ad has to be adapted as necessary to ensure children don't fall behind in key areas of learning.</p>		<p>Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.</p> <p>Refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Online parent tutorials</p> <p>Reformatting of the website to support parental engagement and inform</p> <p>How to videos</p>	<p>Continue to target parents for specific tutorials and support</p> <p>Policy to be added to the website</p>		<p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing</p>

	<p>Communication sent out via social media and letter regarding online arrangements</p> <p>Daily phone calls to increase levels of engagement</p> <p>HT videos</p> <p>Trustees are aware of requirements for remote education</p>		<p>updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>
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<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<p>AHT monitoring and support timetable which covers all aspects of remote learning including supporting planning of assigned tasks and also delivery.</p> <p>Hub rota in place due to lower numbers of key worker pupils to ensure that teachers have time to deliver online and recorded sessions.</p> <p>Year group partners sharing planning and recording of lesson input</p> <p>PLs have their weekly sessions to check in on wellbeing of staff.</p> <p>Collegiate and collaborative process of developing online remote learning policy in line with dfe requirements</p> <p>Daily register of each class and any pupils not attending is contacted immediately via school office.</p> <p>Clear absence reporting procedure for any members of staff who are unable to attend the hub communicated and</p>	<p>Nothing in place to assess impact of online learning – possibility of online quizzes or one to one conferencing during catch up sessions to provide opportunities for assessment.</p> <p>Opportunities to celebrate 95% plus engagement via headteacher zoom assemblies or certificates sent home?</p>		<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce • remote education good practice
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	<p>HLTA responsible for devising Rota responding accordingly</p> <p>Teachers following up from daily register any absences from live zoom registrations/interventions</p> <p>Office staff reporting persistent absences/lack of engagement of online learning from teachers to SLT to follow up</p>			
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Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<p>Online learning timetables devised to provide a structure and routine to remote learning</p> <p>Children of key workers in the Hub following a timetable to manage their time effectively</p> <p>Opportunities to respond to comments of marked work in order to identify what they have achieved/areas for development</p> <p>Use of mathematics to assist independent maths work and metacognition</p> <p>Live AFL sessions daily from 2pm to 3pm</p> <p>SLT communicating on a regular basis with parents of vulnerable pupils/children who are disengaged with remote learning to identify further support including arrangements for families with</p>	<p>Exercise books to be sent to home to all families</p>		<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the Get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

	<p>siblings accessing pre-recorded videos during clashes with live sessions/registrations</p> <p>Daily and weekly calls to vulnerable families offering support</p> <p>Rigid timetable of home learning</p>			
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>Chromebooks provided to pupils who do not have access to a laptop including free sim cards for data usage. For pupils accessing the db tasks from a phone, children have been encouraged to complete work on paper and upload. Home learning packs available as a last resort</p>	<p>Consideration of 1 family using 1 device for several siblings and how to support access to other devices for these families</p>		<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>

<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>Children with an additional need are contacted once every two weeks by myself – checking in on the children and how they are getting on.</p> <p>Parents have access to SENCO’s email/work number for queries to do with SEN – do not therefore need to go through the office.</p> <p>Vulnerable children and children with an EHCP all offered places in the school hub.</p> <p>Safeguarding team contact all vulnerable children based on a traffic light system (informs how often we contact parents)</p> <p>Parents have access to teachers via DB primary for queries</p>	<p>I’d like to set up an email support group for parents who have children with exceptional needs – Emails will include resources, advice and guidance on how best to meet the needs of their child if a hub space has not been offered.</p> <p>-Pupil passports to be sent home – summarises professional advice and teacher advice to help children at home</p> <p>-LASS intervention group to be set up so that children with language and social skills needs still have access to some additional intervention.</p> <p>-Looking at moving some therapeutic interventions online (drawing and talking, tiger teams, language for thinking, speech interventions, nurture group etc.)</p> <p>Enable parental access to edukey – making SMART targets interactive so that we can all work on them.</p>	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
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<p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>Class teachers emailing office a list of pupils names who have not attended online sessions</p> <p>The number of pupils not engaging has reduced during the period 4/1/21 to 13/1/21</p> <p>Follow up calls for all pupils who do not attend zoom registration and support offered by SLT to demo how to access online learning</p>	<p>Distinction needed on spreadsheet between children who aren't engaging due to sickness or just not engaging (I for illness to correspond with arbor coding and D for disengaged)</p> <p>Effective written tracking system to be devised for this to be recorded in an open spreadsheet by office.</p>		<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Live tutorials</p> <p>Parent tutorials</p>			<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>

Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day 	<p>All minimum expectations met (see attached timetables)</p> <p>Home learning based on research findings of EEF and the cstuk summary</p>	<p>We need to work on engaging hard to reach families</p> <p>We need to review each week to ensure we are always looking for ways to improve</p>		<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p>	<p>A full timetable of teaching has been provided covering different subjects of the curriculum</p> <p>Maths and English follow the year group objectives and are sequential and consistent in</p>	<p>After half term take into account the learning pathways for sequential learning including progression documents</p>		<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p>

<p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>their delivery across the school Live lessons and feedback daily</p>		<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p>
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Mathletics</p> <p>Cracking comprehension</p> <p>RWI online lessons</p> <p>Historical Association</p> <p>Key stage History</p> <p>DT association</p> <p>Twinkl</p> <p>DB Primary</p> <p>Mix of recorded and live sessions (live sessions are recorded) daily. Lessons are modelled by teacher daily. As they are recorded children can</p>	<p>SEND review</p> <p>Maths interventions</p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital platforms to support delivery • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any</p>

	<p>pause and playback the teaching input.</p> <p>Recorded live feedback sessions so misconceptions are addressed daily and children get interaction with their teacher</p> <p>15 minute daily small group intervention</p> <p>Live daily phonic lessons</p> <p>Live daily comprehension interventions</p> <p>Live daily Phonic interventions</p> <p>Lowest 20% in Reception and Year 1 being read to 1:1 each day</p>			<p>pupil with dyslexia or visual impairments</p>
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<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>All work marked and recorded in teacher markbook (exel spreadsheet)</p> <p>Mathletics self marks and provides gap analysis.</p> <p>Daily whole class and small group feedback live sessions (these are recorded and placed in the tutorial pages)</p>		<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the Remote education good practice guidance • assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Yes, daily SLT briefings to discuss remote learning and any issues or changes. This is disseminated to PL who then meet with their phase.</p> <p>Planned Weekly Staff meetings have now changed to focus on remote learning</p>			<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to</p>	<p>Yes, All staff have what they need</p> <p>Training has taken place on: Cracking Comprehension RWI</p>	SEND provision training		<p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to</p>

<p>teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Mathletics DB primary T and L expectations Mental Health and Well being Autism training</p>		<p>use online platforms and resources, including for children with SEND.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a print disability.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like</p>	<p>Inter Trust meetings on Best Practice on remote learning</p>	<p>Look at good practice in ETSP</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> The EdTech Demonstrator Programme for advice and guidance on remote education, <u>including</u> how to embed technology into

<p>the EdTech Demonstrator Programme and curriculum hubs.</p>				<p>teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none">• Maths hubs to improve maths education• English hubs to improve teaching of phonics, early language and reading in reception and year 1• Computing hubs to improve the teaching of computing and increase participation in computer science
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Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>Parent letters sent out</p> <p>Parent zoom meetings set up with class teachers to explain the online learning expectations and how to navigate DB Primary</p> <p>Daily morning registrations have on average 85-95% attendance and children are led through the day's expectations by the class teacher</p> <p>Daily timetable provided.</p>	<p>We need a strategic and systematic way to continually try and reach families who are not engaging.</p>		<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>
<p>School community events</p> <p>Pupils are given regular opportunities to attend and</p>	<p>HT assemblies Monday and Friday (values and awards)</p>			

participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	Inter class competition in TT rockstars and Mathletics Book Club Forums			
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Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>SGMS used to report any concerns</p> <p>Whistle blowing feature on DB primary</p>			<p>GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19)</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>ECP to provide external online safety training to all pupils.</p>	<p>Include e safety training through DB each week</p>		<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools

<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>SLT mental health and wellbeing training</p> <p>Vulnerable children targeted for support</p> <p>Online wellbeing therapy sessions provided by “wellbeing connect”</p>			<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Yes</p>			<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>All work is done through DB and therefore is subject to their filters.</p> <p>All children are clear on online behaviour expectations</p>			<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

