# Review of Remote Education Provision

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## Leadership

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

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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| **Remote education plan**<br><br>There is a plan in place for remote education and senior leaders have overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.<br><br>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 close as possible to the in-school curriculum. | Clear plan in place – SLT have cascaded to all staff<br><br>Regular staff meetings to update staff accordingly<br><br>Access to a range of high quality resources which have been chosen to suit the needs of the pupils<br><br>Meeting current expectations<br><br>Majority of curriculum covered<br><br>Vulnerable children are either in school, have been offered a place or are receiving additional support e.g. devices provided | Ensure all laptops have been collected and signed for | 4 | To help develop your remote education plan:<br>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.<br>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.<br>Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.<br><br>Refer to Oak National Academy for help to deliver a planned curriculum for all. |
| **Communication**<br><br>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. | Contingency plan/ other documents such as recovery plans have been shared with staff and governors | Parental feedback has been positive | 3 | Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.<br>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.<br>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19. |

## 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.*

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| **Home environment**<br>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.<br>The school supports pupils on how to self-regulate during remote education, including:<br>• understanding their strengths and weaknesses to improve their learning<br>• how to learn from home<br>• how to manage their time during periods of isolation | 57 devices allocated for children to use for remote education and in school<br><br>Regular communication with parents – welfare checks (recorded and any issues cascaded to SLT)<br><br>Devices, Wifi routers and SIM cards provided for those families who require it<br><br>Individual support for parents where concerns arise – children into school<br><br>Sound awareness of families who require additional support and this is provided promptly<br><br>Discretionary measures in place for children who cannot access home learning | Some families continue to find difficulty in embedding remote learning, due to number of children in household/ accessing a range of platforms from different schools | 4 | The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment. 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.<br>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. |
| **Laptops, tablets and internet access**<br>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. | See provision notes | Ensure all allocated laptops have been collected | 3 | 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.<br><br>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. |

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| **Supporting children with additional needs**<br>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. 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. | Rotas ensure that children with EHCPs have adequate support | Year 6 child with EHCP has chosen not to take up place. Class teacher conducts regular welfare check-ins | 3 | 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.<br><br>The guidance for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children.<br><br>Oak National Academy provides resources for teachers to support children with additional needs. |
| **Monitoring engagement**<br>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. | Staff report any concerns to SLT | Keeping children motivated and engaged will be an ongoing challenge. Teachers are being creative and thinking of activities to engage all of the family, for example, keeping fit activities, sponsored reading events, Celebration Assembly, Wellbeing weeks etc | 2 | Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.<br>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress. |
| **Pupil digital skills and literacy**<br>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | Most children have a good awareness of how to use a computer<br><br>Support is put in place for those children who require additional guidance<br><br>Work packs are created for those families who are less confident with technology | The teaching of the computing curriculum has been restricted somewhat mainly due to internet issues. However, staff support children where necessary | 3 | 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. |

## 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.*

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| **Minimum provision**<br>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:<br>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children<br>• Key stage 2: 4 hours a day<br>• Key stages 3 and 4: 5 hours a day | All subjects (other than art) covered linked to school curriculum plans | Monitoring required:<br>-pupil voice<br>- parental feedback | 4 | Remote education expectations are highlighted in the guidance for full opening.<br><br>GOV.UK has brought together school-led webinars to share best practice in setting up remote education. |
| **Curriculum planning**<br>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.<br>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. | Curriculum in school and home is matched | Continue to review | 4 | GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.<br><br>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. |
| **Curriculum delivery**<br>The school has a system in place to support remote education, using curriculum-aligned, resources.<br>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently. | Home learning documents have been shared e.g. timetable/ potential structure to the day etc.<br><br>Recorded teaching videos have been well-received: informal feedback so far has shown that parents are happier with videos and Zoom sessions, rather than live lessons, to allow for flexibility within the family | Continue to review | 3/4 | GOV.UK provides:<br>• guidance on accessing and buying resources for remote education<br>• resources on remote education good practice<br>• guidance on how to access and set up online digital platforms to support delivery |

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| The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND. | Oak Academy utilised<br><br>Class Dojo well-received | | | • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.<br>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 pupil with dyslexia or visual impairments |
| **Assessment and feedback**<br>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.<br><br>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. | Teachers are incorporating high level questioning through teaching videos<br><br>Teachers are providing feedback, once learning is received from the child | Portfolios on Class Dojo provides a platform for feedback. Staff to continue to use this as a vehicle for assessment and feedback<br><br>Continue to provide feedback for all children | 2 | GOV.UK provides guidance on:<br><br>• assessing pupil progress and providing feedback in the Remote education good practice guidance<br><br>• assessments and exams<br>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback. |

# Capacity and capability

*Schools support staff to deliver high-quality remote education.*

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| **Effective practice**<br><br>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. | Guidance read, acted upon and shared as recorded | | 3 | The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.<br><br>GOV.UK provides a good practice guide to support schools in their delivery of remote education.<br>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND. |
| **Staff capability**<br>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.<br>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.<br><br>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. | Weekly staff meetings address any issues that arise throughout the week<br><br>CPD Accelerated Reader staff meeting planned in for 10.02. 2021 | | 4 | 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 use online platforms and resources, including for children with SEND.<br><br>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.<br>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND. |
| **Strategic partnerships**<br>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 the EdTech Demonstrator Programme and curriculum hubs. | AW attends weekly LA cluster meetings | Need to expand beyond LA | 3/4 | There are several school-to-school support networks which you can make use of, including:<br>• The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed |

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| | | | | technology into teaching practice, and how to embed practice across MATs<br>• Maths hubs to improve maths education<br>• English hubs to improve teaching of phonics, early language and reading in reception and year 1<br>• Computing hubs to improve the teaching of computing and increase participation in computer science |

# Communication

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

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| **Realistic expectations of pupils, parents and carers**<br>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.<br><br>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). | Guidance has been sent out in supporting home learning<br><br>Regular communication is made with parents<br><br>Parents are aware that they can call the school office for advice at anytime<br><br>Expectations are clear and have been sent out to all pupils regarding the amount of time in which they should engage with remote learning | | 3/4 | Remote education expectations are highlighted in the guidance for full opening.<br><br>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.<br>The school workload reduction toolkit provides example communication policies and email protocols.<br>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19. |
| **School community events**<br>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils. | Staff conduct a weekly virtual check-in with their class.<br><br>Weekly whole-school Celebration Assembly | CPD structured time to develop the curriculum<br><br>Whole-school wellbeing events to be developed | 2 | |

# Safeguarding and wellbeing

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

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| **Ensuring safety**<br>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. | All staff are aware of safeguarding procedures<br><br>Welfare calls are followed up weekly – concerns are referred to phase leaders and headteacher<br><br>Home visits are conducted where there are serious concerns/ if no contact for more than a week | | 4 | GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19)<br>Schools should also refer to statutory guidance for schools and colleges on safeguarding children. |
| **Online safety**<br>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. | | | 3 | GOV.UK provides guidance on:<br>• Safeguarding and remote education during coronavirus (COVID-19)<br>• Teaching online safety in schools |
| **Wellbeing**<br>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.<br>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. | One session per week<br><br>Feedback – whole school wellbeing<br><br>All staff are aware of potential issues and this is shared with parents regularly<br><br>Aim of welfare calls is to also speak to the child | Whole-school wellbeing event to be developed<br><br>Headteacher to record a weekly wellbeing assembly | 4 | GOV.UK provides advice on supporting pupil wellbeing during remote education. |
| **Data management**<br>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | Staff aware of GDPR regulations | Review current policy | 3 | GOV.UK provides guidance to support schools: |

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| | All staff laptops are encrypted | | | • with data protection activity, including compliance with GDPR<br>• to be cyber secure |
| **Behaviour and attitude**<br>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | Expectations are being developed into one-stop parent document | Home learning contract to be developed<br><br>Collect further feedback on behaviour and attitudes through surveys and welfare calls | 3 | GOV.UK provides guidance on behaviour expectations in schools. |