

Review of remote education – Completed via working party of Governing Board 10 February 2021

Leadership.

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.

Scoring.

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strength	Gaps	Score (1-5)	Potential Action and resources if score is 1 or 2
Remote education plan. 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.	School plan includes: Daily recorded videos of maths, English and phonics supplemented with topic lessons throughout the week. All contain an activity and a challenge. Teacher discusses how concepts can be made easier if necessary.	Queried whether the lack of live lessons was a gap but agreed not - the age of our children determines how we deliver remote learning. SLT do not feel live lessons are appropriate for our children. OFSTED	5	To help develop your remote education plan: 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.

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.	Links to mindfulness and physical activities weekly. Daily story time by teaching staff. Teacher gives daily video introduction to the day to promote a sense of community. Weekly class catch up sessions and whole-school assembly Year leaders quality assure the content of the videos and ensure all activities can be completed by using resources easily found at home. SEND leader monitors engagement of SEND children and follows up any non-engagement with a phone call to parents offering support. Parents are able to contact teachers if they have technical issues. Teachers use a range of sources for lessons Phonics Play, White Rose maths, Twinkl, Oxford Owl). Teachers adapt class planning as much as possible for remote learning.	advice confirms that it is not always appropriate.		GOV.UK has brought together school-led webinars to share best practice in setting up remote education. Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure. Refer to Oak National Academy for help to deliver a planned curriculum for all.
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Communication. Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Remote Education information for Parents document on the school website by 25.1.21 as requested by DFE. Regular messages on Class Dojo (all parents signed up) and via e mail to clarify processes and expectations. Use EEF "How to communicate effectively with parents" as a basis for all communication throughout Covid. Evidence based research Clear channels available for queries.		5	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. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.
Monitoring and evaluating. The school has systems in place to monitor the impact of remote education. This includes: understanding the impact on staff workload and how to mitigate against it	Expectations for staff were monitored and after the first week and feedback from staff, procedures and processes were adapted and rewritten for staff to follow. Staff reported a reduction in workload.		5	GOV.UK provides the following guidance: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year full opening for schools: school workforce

• 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	After half term, all teachers will be back in class in the mornings. TAs have managed classes alone and in the interests of fairness teachers and TAs will be together in class in the mornings and then TAs will run the class in the afternoon whilst teachers prepare videos etc. TAs can support staff in the mornings doing calls, marking online work. Plans and procedures in place to cover staff absence.			remote education good practice
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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.

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Approach	Strengths	Gaps	Score (1-5)	Potential actions and resources if the score is 1 or 2
Home environment 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. The school supports pupils on how to self regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	Clear policy on home learning and how it will be monitored by staff. Systems in place to contact parents of children who are not engaging. Home visits have been made where no response from telephone or email. This is all documented and co-ordinated with safeguarding policy where necessary. Tips about learning at home have been shared via dojo. Vulnerable children and children with SEND have been given places at school if needed. Teachers keep in touch with parents via dojo and Teams if required. Videos are made for individual children who are not engaging if parents agree and phone calls are made to children who are having difficulty engaging. Parents are given advice on the		5	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. 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.

	best routes of access for their child e.g., Purple Mash or stories.			
Laptops, tablets and internet access 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.	The vast majority of learning has been planned so a printer is not needed. Where pupils have struggled to engage on devices printed packs have been provided for parents to collect. Some packs have also been delivered to homes. Vulnerable pupils have been invited to attend school.	As an infant school, we have no access to the laptop scheme run by the DFE. However, this has been addressed as far as possible e.g. One child who has a social worker was allocated a laptop from DCC. We have managed to secure £2000 from Derby County Community Trust for laptops and this has bought us 5. Derby City Council asked for numbers of disadvantaged children in school with no laptop access, this was 8. This is not a failure on the school's part but arises from external policy and a lack of resources.	5	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. 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.

Supporting children with additional needs 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.	Many vulnerable and disadvantaged either in school or invited to attend. Children with SEND are monitored weekly by the class teacher. Parents are given advice on the most accessible work for their child. The engagement of children with SEND is monitored by the SENCO who will follow-up any cases of non-engagement with a phone call. “How to guides” sent out to parents and published on Class Dojo. Children who are on the caseload of outside agencies e.g., SaLT, Visual Impairment are still offered remote meetings with teachers, TAs and parents.		5	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. The guidance for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children. Oak National Academy provides resources for teachers to support children with additional needs.
Monitoring engagement 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.	In line with policy, teachers check work daily and complete an excel spreadsheet weekly with engagement and any calls made home due to lack of engagement.		5	Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance. EdTech Demonstrator networks have produced a range of

	Teachers offer ways to help engage that child.			webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress
Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	No children in school are currently requiring assistive technologies. Meetings are still being held to support a child with visual impairment, ASD, social and emotional needs and speech and language needs via remote meetings/phone calls with professionals. Parents with children with speech and language needs have been offered further guidance and support through the speech and language therapy service. Contact with external agencies ensures that assistive technologies could be obtained if required.		5	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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Approach	Strengths	Gaps	Score (1-5)	Potential actions and resources if the score is 1 or 2
Minimum Provision 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: Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children	Teachers feel the work set reflects the hours recommended for KS1. Some parents feel this is too much especially with demands of their own work commitments. Other parents are happy with the amount. 99% of parents think we have a good remote learning offer.	A minority of parents wanted printed worksheets and live lessons in the questionnaire. Responded to these concerns if school’s response to the questionnaire; why it was not appropriate.	5	Remote education expectations are highlighted in the guidance for full opening . GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. 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.	Following class structure as much as possible with daily English, maths and phonics. Recording what can't be covered at home (due to resource/equipment issues) to ensure that it is picked up when back in school. Topic is more difficult to teach as a whole block so stand-alone lessons being taught.		5	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education. 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 The school has a system in place to support remote education, using curriculum-aligned, resources. 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	Yes all lessons recorded. Class Dojo and school website used to facilitate learning. All learning is compatible with children with SEND. Parents are given clear guidance on expectations and are in regular contact with the class teacher		5	GOV.UK provides: • 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.

pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	Independent assignments appropriate to the age group.			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 The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	Teachers are using Teacher assessment when looking at work produced to make judgements but these are not formally recorded. Future lessons are based on what understanding the children are showing with work submitted. Feedback via comments and "likes" in class-doj.	Assessment ability limited by uncertainty over whether the task has been completed independently. Without live sessions, "in the moment" assessment for learning is not possible. This will be a priority when children come back to school and options to be explored via SLT should lockdown extend further/return later in the year.	4	GOV.UK provides guidance on: - assessing pupil progress and providing feedback in the Remote education good practice guidance assessments and exams 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 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.	Staff are well briefed regularly from HT. All staff are able to access the learning the day before teaching or sooner if required via the YouTube channel.	Middle leaders could be more pro-active with disseminating subject-specific guidance out to other staff. This will be addressed by SLT.	4	The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. GOV.UK provides a good practice guide to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources , including for children with SEND.

Staff capability 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. 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. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	Yes Remote courses undertaken by staff: Lisa McSherry: Designated Safeguarding Leads Annual Conference 29.1.21 Derby Local Authority – PACE (Professional Advocates for Children in Education) 29.1.21 DTSA Headteacher Development Day 5.2.21 Derby & Derbyshire Safeguarding Partnership Education Hub Meeting 11.2.21 Mandy Gilbert: Training in identifying children with Speech, Language and Communication needs weekly throughout Jan/Feb Mandy Gilbert, Marie Clifford, Claire Stockwell: Emotion Coaching with school Educational Psychologist	Quality of some staff laptops is extremely poor and does not support all functions of programs such as Teams. Using newly purchased hardware to alleviate the issues. Internet quality still an issue. Addressing it in all the ways possible that resources will allow. Not a failure of practice or strategy so not affecting assessment.	5	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. 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. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.
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Strategic partnerships 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.	Regular meetings with the Junior School to co-ordinate practice and messaging. AG attends SENCO network meetings. DTSA Recovery curriculum course via the Opportunity area. Headteacher group communication via LM. HA involved in Cluster School meetings. Year 1 and 2 are accessing the White Rose learning resources to teach and deliver maths remotely.	Strategic partnerships where necessary. School does not promote its practice in other ways to other schools but governors agree that this is not realistic given workloads at the current time.	4	There are several school-to-school support networks which you can make use of, including: • The EdTech Demonstrator Programme for advice and guidance on remote education, <u>including</u> how to embed technology into teaching practice, and how to embed practice across MATs • 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, carers and continues to work effectively with other third parties.

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Realistic expectations of pupils, parents and carers 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.	Yes - Expectations are made clear to parents about the amount of work the children should be completing. If the children are not completing the required amount, class teachers are contacting parents via messages or phone calls. More tips for engagement will be needed as the lockdown continues as this is when the children start to lose momentum.		5	Remote education expectations are highlighted in the guidance for full opening . GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.

School community events 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.	School challenges – logo, loose part people, Derby Ram Trail Walk around – seeing things in people’s windows Live class chats and assemblies are well attended. PE timetable via DCFC Further activities planned.		5	
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Safeguarding and wellbeing.

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

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Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. The school has communicated this information clearly and children, teachers, parents and carers know how to report any safeguarding concerns in relation to remote education.	Addendum to Safeguarding Policy and online learning procedures. Procedures re. non-engagement. Only applicable in live class chats and assemblies. Children are with adults online. Message on chats to say parents are consenting by logging their children on. All staff use c-poms to record all incidents of concern, referrals to outside agencies, meetings about safeguarding/SEND and include actions to be followed up.	Regular reference to safeguarding and online safety to go out via school newsletters/other communication.	5	GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19) Schools should also refer to statutory guidance for schools and colleges on safeguarding children.
Online safety 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.	Online safety reminders to go out to parents in line with Online Safety Week Teaching videos available through the school youtube channel which accepts material suitable for under 18s only. Parents are made aware if there is a link to external video so they can watch with their child.		5	GOV.UK provides guidance on: • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools

Wellbeing Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	Vulnerable children are monitored and contacted as frequently as necessary. Well-being issues are monitored by the class teacher, added to c-poms and dealt with via messages, dojo, advice from external agencies or phone calls One-to-one contact with pupils and parents who have low engagement/expressed concern. HT follow up where required.		5	GOV.UK provides advice on supporting pupil wellbeing during remote education .
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	Yes Relevant policies and procedures in place and monitored by appropriate staff. External GDPR advisor contacted regularly.		5	GOV.UK provides guidance to support schools: • with data protection activity, including compliance with GDPR • to be cyber secure
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Yes, on website in Remote Learning policy 20-21 and letters sent out upon introduction. Regular reminders on Class Dojo.		5	GOV.UK provides guidance on behaviour expectations in schools.