

Orchard Primary School: Remote Learning Audit – January 2021



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.

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

Approach	Strengths	Gaps	Score (1 to 5)
<p>Remote education plan</p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>Lead Staff: John Patching (Deputy Headteacher), Mick Battle (IT Network Manager) and Fiona Shields (Headteacher). Actions undertaken in the Autumn Term:</p> <ul style="list-style-type: none"> • Undertook research using a range of resources (webinars, IT network meetings, videos) on how to embed digital technology to support remote education. • Drafted a Remote Learning (RL) Action Plan. • Discussed best practice in setting up remote education with other schools in LLA. • Led x2 staff meetings re: Remote Learning Provision to discuss pedagogical approaches, technology choices etc. • Drafted a Remote Learning Policy for staff and parents in the light of the above. • Sent out a device survey to parents to ascertain how many families/pupils would need electronic devices. • In order to enable teachers to dedicate all of the time and energy into RL, decided that in the event of further lockdowns, support staff would supervise critical worker groups. This also reduces workload for teaching staff thereby ensuring that our provision will be sustainable over the long term. • To secure consistency in RL provision across the whole school, and to ensure support for pupils in school, all staff to attend school x1 day a week for RL PPA 		5

and then a further phase day to support in-school provision, and meet with team members to evaluate RL provision. Is working very well.

Platform Choice:

- Class Dojo / Tapestry/Google Classroom allows teachers to seamlessly continue to provide the well-planned and sequenced curriculum that is taught in school when transitioning to remote learning.
- Lesson resources are all transferable using the platform, so the taught learning journey is well matched to content delivery in the classroom.
- Pupils in Reception use Tapestry to deliver remote learning, as this is the platform that families are already familiar with. The remote learning experience over Tapestry is closely matched to the Class Dojo system, with pupils receiving the same levels of remote education.
- Class Dojo was selected for Lower KS2 (LKS2) as it had been used for years as a behaviour management tool in our school. The platform is also used for sharing the success of pupils with their parents, updates on what their child is learning in school and to provide a direct messaging feature for parents to contact their child's class teacher which ensures a smooth transition when remote learning is required.
- Google Classroom was chosen for Upper KS2 (UKS2) after we had a consultation with the 'DfE remote learning Demonstrator School programme ' and the majority of schools, certainly at the KS2 were using Google Classroom. Also, majority of secondary school use either Google or Microsoft, therefore, the learning curve would be less when children moving on from Orchard. We have also heavily invested in Google Suite for education over the last year or so (Free for Education), with storing files in the cloud (Google Drive) that enables staff to access files from home.
- Children are learning to have independence with having their own logins and managing the way assignments are completed, in a similar way to Secondary Schools and colleges.

<p>Communication</p> <p><i>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</i></p>	<ul style="list-style-type: none"> • Remote education was the CPD priority over the Autumn Term. • A staff meeting and subsequent follow-up meetings with staff have ensured that all staff are confident and aware of the expectations for remote education. E.g. Staff meeting to finalise policy and talk through procedures, expectations, basic requirements to secure consistency in approach and high quality throughout the school. • Discussed our proposed RL provision with Governors during the first Management & Finance meeting in September. All systems and documentation have been shared with our governing body and Q&A recorded in the minutes. Sought feedback from parent governors as to how to improve provision for home learning from Lockdown 1. • Sent RL Policy out to parents to introduce them to our plans. • Confirmed the RL process in letters and further guidance to parents when bubbles closed. • Clarified Lockdown 3 RL procedures to parents as provision was slightly adjusted in the light of feedback and DFE requirements. • We have a dedicated page on the school website to support all stakeholders containing key information, with links to all year groups' work folders, letters, policies, online safety, top tips etc. • Messaging tools allows for direct, regular contact with families through Class Dojo. • Parents who are not engaging with the system are contacted weekly by the class teacher and issues addressed or alternative provision sought. • Regular feedback sought from parents in order to evaluate and strengthen provision (initial feedback sought November 2020, followed by a 2 week check-point in Spring 21, supported by a full parent questionnaire late Jan 21). • January's survey results show that this was very successful with 96% parents who were happy with the balance of feedback and 89% who were happy with the communication with the teacher. 		5
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<p>Monitoring and evaluating</p> <p><i>The school has systems in place to monitor the impact of remote education. This includes:</i></p> <ul style="list-style-type: none"> • <i>understanding the impact on staff workload and how to mitigate against it</i> • <i>staffing changes</i> <p><i>having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</i></p>	<ul style="list-style-type: none"> • During the planning stage, sought feedback from our six parent governors re: how to improve provision since the first lockdown. • After the initial bubble closures in the Autumn Term, sought feedback from the parents of the classes concerned and adjusted provision accordingly e.g. recognising that only x1 side of the PDF showed up on the screen. • Regular feedback sought from parents in order to evaluate and strengthen provision (initial feedback sought November 2020 after bubble closures, followed by a 2 week check-point in Spring 21, supported by a full parent questionnaire late Jan 21). • Staff workload is a high priority and steps have been taken to reduce this: Pre-prepared Oak Academy lessons can be used for foundation lessons. Teachers leading remote learning work from home x2-3 days a week with no face-to-face teaching responsibility. • Sought feedback from staff via staff meetings and then through a workload v impact survey undertaken late Jan 21. Results indicate staff felt the workload was manageable, although feedback was taking a considerable time on the approximately 100+ pieces of work each day. • The DHT has access to all classes and is able to monitor and evaluate on a daily basis. • Technical issues are resolved by a specified member of staff, rather than teachers. • Staff sickness and absence, and that of pupils in school are recorded through the school procedures in place. • Pupil remote learning attendance and engagement are logged through Class Dojo / Tapestry/Google Classroom. This is then used to contact parents where engagement is a concern to support families in engaging with remote education. 	<p>Whilst delegating roles across phases is working very well, need to check that teachers are using the most time efficient methods to reduce workload, especially in relation to messaging and feedback. Computing Lead/DHT to report results of staff survey from 27.1.21 so that best practice can be shared for working as resourcefully as possible across the school.</p>	<p>4</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)
<p>Home environment</p> <p><i>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.</i></p> <p><i>The school supports pupils on how to self-regulate during remote education, including:</i></p> <ul style="list-style-type: none"> • <i>understanding their strengths and weaknesses to improve their learning</i> • <i>how to learn from home</i> <p><i>how to manage their time during periods of isolation</i></p>	<ul style="list-style-type: none"> • A questionnaire was sent to all families early this academic year to build a clear picture of home learning environments and to identify device capacity. • For immediate bubble closures in the Autumn Term were able to quickly identify pupils who lacked digital access to support the remote education provision by providing them with a laptop and improved internet access via the loan of a dongle. • Strengthened this further at the start of Lockdown 3 so where pupils lacked digital access to support the school’s remote education provision, we provided: <ul style="list-style-type: none"> - Our own laptops - Our own i-pads - The DFE provided 2 laptops - Paper packs where parents requested them due to environmental considerations - Received a further 16 ipads for our vulnerable families after applying in December 2020. • Our computing leads provided online digital support as well as f2f support for parents re: troubleshooting. • Our computing leads were in school everyday to take phone calls from parents struggling with IT issues – this was their focus for the first week of school closure. • The Headteacher, SBM, DHT and SENDCO are in regular contact with families that may need further support. • Engagement is checked regularly and the vast majority of pupils are accessing the remote learning platform. Those who are not are provided with paper-based alternatives that are still in line with the school curriculum and are contacted weekly by their class teacher. • A twice weekly Google Meet session is organised where staff can see children in their home environment. 	<p>Some pupils are struggling due to the sudden and abrupt move to independent learning. The school’s remote learning leads could potentially create and provide short videos that explain and model metacognition strategies to support pupils to manage their own learning and adapt to the new arrangements.</p> <p>Headteacher to circulate Top Tips guidance for parents to enable them to manage home learning effectively.</p> <p>Wellbeing Wednesdays launched February as a follow up to Mental Health Week.</p> <p>DFE have allocated the school 16 more laptops but these have not been delivered as yet.</p>	<p>4</p>

	<ul style="list-style-type: none"> • Regular communication to parents stressed the need for ‘balance’ within the school day re: screen time and down-time. • Parent questionnaire in Jan specifically had a question related to pupils’ mental health and well-being. Results indicate that 89% felt that children’s mental health was OK or better with 54% well or very well. 		
<p>Laptops, tablets and internet access</p> <p><i>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.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Computing leads phoned all parents who had borrowed devices to check that they were ok; also phoned families of multiple siblings to see if more devices were needed • Provided additional devices for larger families from school stock. • Vulnerable children who were struggling at home due to number of siblings invited to work in school. • All families had been loaned devices where requested by the first week. 	<p>The DFE have not yet provided our 16 allocated laptops although we did secure more through our vulnerable pupils application. Have been informed that devices won’t be available until May.</p> <p>Need to amend our AUP for Remote Learning and circulate a devices agreement for families who are borrowing devices.</p>	4
<p>Supporting children with additional needs</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • All eligible EHCP children are in school. All High Needs funded pupils offered a place in school. • For disadvantaged pupils, computing leads contacted families to ‘check-in’ and enquire whether a school place was required in line with DFE criteria. • For pupils with high needs funding working at home, support staff have made regular contact via phone calls, door step visits (prior to latest lockdown measures), waving through windows, posting letters, Google meetings etc. 	<p>SENDCOs to check that Pupil Profiles for the Spring Term reflect home learning needs as appropriate.</p>	4

<p><i>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.</i></p>	<ul style="list-style-type: none"> • We differentiate and scaffold work to suit all learners, particularly pupils with SEND. Teachers will ensure work is matched to the ability of pupils, including those with SEND, this may involve additional provision. • They offer individual support during English and Maths lessons where necessary and at the end of live lessons, where children can access their teacher. • In some cases, SEND children may be offered different provision such as work packs or links to videos/ recorded lessons which will more closely match the ability of the individual pupil and/or if this is identified as beneficial to support their individual needs.. • All parents of pupils with SEND have regular contact from their class teacher and school SENCO to support their remote education experience. • Support staff (Teaching Assistants) provide weekly support with learning i.e. by telephone call or 1:1 support via Google Meet. • Younger children will be asked to complete more hand-on tasks, similar to activities they would access in school. Stories, singing songs and nursery rhymes as well as practical activities will be shared with our EYFS children. However, there will be instances where lessons are live or pre-recorded, such as phonics and maths, in which children will be expected to engage. • The SEND team completed an audit of additional resources needed for specific children’s learning needs. As a result, children have the resources they need in order to learn remotely e.g. dyslexia friendly resources, phonics mats, whiteboards etc. • The SENDCO has held conversations with families in order to establish overview of children’s needs. 		
<p>Monitoring engagement</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • All staff keep a log of who is attending live sessions and who is engaging/handing in work. • This is then used each week to contact parents where engagement is a concern to support and encourage families to participate in remote education. • Computing lead has previously contacted parents to discuss barriers to engagement. Computing lead addressed these barriers e.g. device shortage, preferring paper worksheets, mouse not working on laptop. 	<p>A tiny minority of pupils aren’t regularly engaging with their class work. This will be monitored and strategies put in place to increase engagement. This is changing weekly and</p>	<p>5</p>

	<ul style="list-style-type: none"> • January’s questionnaire had a specific question regarding engagement and barriers to learning. The result showed the 3 biggest barriers were enthusiasm and motivation of pupils, time restrictions due to work commitments and distractions at home/no quiet space. Only 3% stated lack of devices was a problem indicating the school’s policy of using our own equipment to help families in need had worked well. • Awards connected to the school’s character muscles and values are handed out in a weekly virtual assembly for home learning and those in school. 	<p>some when contacted are working on paper at home.</p> <p>Could introduce a weekly whole school challenges to support engagement. These are easily accessible to all ages and family members.</p>	
<p>Pupil digital skills and literacy</p> <p><i>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</i></p>	<ul style="list-style-type: none"> • All pupils in KS1 and 2 received RL Passports in the Autumn Term with log in details and basic instructions for using Dojo or Google Classroom. • Survey completed in September to determine families who do not have consistent online access – a list of children who required devices meant that ipads/laptops were quickly distributed and parents offered f2f or phone contact support re: use of platform or device. • All KS1 and KS2 children had training re: using the above platforms in October with refresher training in December. • Computing Leads and SBM were on hand everyday during the first two weeks to answer questions from parents re: technology – provided practical support and written guidance on how to use the IT systems. • All teaching is carried out through voice or video recordings to ensure that all pupils can access the learning. • Our remote education platform includes options for pupils to submit voice recordings or video to explain their understanding where written language is a barrier to learning. 	<p>Assistive technologies for pupils with SEND could be an area to look into further if required. SENDCO to investigate.</p>	4

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)
<p>Minimum provision</p> <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</i> • <i>Key stage 2: 4 hours a day</i> 	<ul style="list-style-type: none"> • Have followed the RL expectations as stipulated by the DFE guidance. • Referred to the Remote education expectations in the actions for schools during the coronavirus outbreak guidance. • Pupils are taught a daily lesson over Class Dojo / Tapestry/Google Classroom in Maths, English and Reading, along with a foundation lesson in line with our broad and balanced curriculum. • Have ensured that RL focused on the full delivery of English and Maths objectives, with streamlined objectives from the foundation subjects for topic work. • Pupils also complete a number of independent tasks using software and platforms the school have a subscription to, such as times tables and spelling practise, reading activities, alongside daily exercise, reading and handwriting. This daily timetable covers the same hours as a school day, excluding break and lunchtime and includes a PE live or as a live virtual lesson; online PSHE lesson; teachers reading to the children. • A suggested daily timetable has been provided in the RL Policy for parents/pupils so that they are clear about the recommended timings. • Parent questionnaire in Jan specifically asked about whether the time expectations were adequate. Results show that 48% found the work manageable but 29% were slightly overwhelmed and 20% completely overwhelmed. 		5

<p>Curriculum planning</p> <p><i>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • End of Autumn Term assessment material has been used to inform RL provision re: the pitching of activities. • Have used LTP and MTP maps to prioritise core content to be identified. • Have kept lesson plans the same with adjustments to suit RL —dedicated time for instructions, discussion/Q&A, independent activities, evaluation. • English and Maths activities follow the Spring STP planning and therefore enable full coverage of the objectives for these units. • Maths and English content provided is roughly equivalent in length to that usually accessed in school. • Foundation subjects follow STP but have been adapted to suit RL where necessary. • RL and in school provision is identical. • Planning is shared across the phase – works very well as each teacher is responsible for a key area e.g. WRM uploads, videos for T4W, videos for Shared Reading. 	<p>Offer a weekly learning menu for foundation subjects/topic from 1st February to enable parents to choose lessons to suit their work commitments.</p> <p>Need to potentially reduce the foundation lessons to build in more time for well-being activities as fatigue sets in.</p>	5
<p>Curriculum delivery</p> <p><i>The school has a system in place to support remote education, using curriculum-aligned, resources.</i></p> <p><i>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.</i></p> <p><i>The school uses a digital platform to support effective communication and</i></p>	<ul style="list-style-type: none"> • The an online platform (Tapestry/Dojo/Google Classroom) is used to keep learning updated weekly. • Parents can see a weekly overview of uploaded activities to help them plan a schedule around their work commitments. However, for ease of use, activities for each day are organised into specific folders. Children can access learning at point of need. • The existing curriculum sequence is followed as far as possible - we have set assignments so that pupils continue to have access to meaningful and ambitious work each day in a number of different subjects. • Have carefully considered how to transfer into remote education what we know about effective teaching in the classroom i.e. WRM or Oak Academy teaching videos, pre-recorded videos compiled by staff or live teacher exposition sessions enable staff to provide frequent, clear explanations of new content or key concepts. • Have carefully considered pedagogical methods. E.g. use of pre-recorded expositions versus live teaching. It was felt that whilst live sessions for teaching are valuable for some small group teaching and class assemblies, short pre- 	<p>Minor technical issues with the remote learning platform are being addressed to ensure that all families are able to reliably access the remote learning.</p> <p>We continue to review and refine our pedagogical methods in the light of parental feedback and DFE guidance.</p>	4

<p><i>accessibility for all pupils, including those with SEND.</i></p>	<p>recorded teaching clips offer better access for children who cannot always be online at the correct time due to siblings, limited access or parents who work. They also cater better for children with barriers to learning or SEND as they can be paused, re-watched and accessed at any time.</p> <ul style="list-style-type: none"> • Lessons include live and pre-recorded lessons, virtual white boards, screen casts, teacher story time videos and materials linked to other applications. • The lesson slideshow and modelling resources are used alongside the teaching input from pupils' class teacher to record a teaching video/audio or interactive slideshow. This is shared with pupils using Class Story. • Pupils are provided with the high-quality resources that they would have been using in school. These are shared using the Portfolios feature and pupils are able to interact with the resources when completing their independent task. Examples of resources used: White Rose resources (including videos) used across all class to support the Maths curriculum; pre-recorded material used to deliver Talk for Writing incorporating text maps, word banks etc, Oak National Academy resources used to support the school's existing curriculum where necessary e.g. Stone Age videos. Other resources include: Pobble, Spelling Shed, Timetable Rockstars, Phonics Play, BBC Bitesize, Oxford Owl. • The work set is in-line with the level of curriculum challenge in school but takes account of the age of the children and their ability to work with independence. • Time to login, find material, read and decipher material, in addition to completing the task will be built into each session. • Class meetings through our video conferencing tool enables teachers and pupils to enjoy 'visual communication'. • These live sessions also provide opportunities for interactivity, including questioning, eliciting reflective discussion, especially in Shared Reading sessions. Also ensure that we provide scaffolded practice and opportunities for pupils to apply new knowledge. • Through the use of digitally-facilitated or whole-class feedback via mote (UKS2), Powerpoint, video clips and written comments on work we are enabling pupils to receive timely and frequent feedback on how to progress using assessment to 		
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	<p>ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge</p> <ul style="list-style-type: none"> • Staff are encouraging pupils find time to exercise and relax to maintain a positive mind-set and good health. • Pupils with SEND receive targeted teaching and resources through the portfolios feature to ensure that their individual needs are met. 		
<p>Assessment and feedback</p> <p><i>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</i></p> <p><i>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</i></p>	<ul style="list-style-type: none"> • Our staff continue to use a range of approaches to assess pupils and to give them feedback to improve their progress. • Staff are available to chat to pupils in Google Meet during regular drop in sessions each week as they do not have f2f teaching commitments in school. • During the live lessons, teachers will assess by asking questions, monitoring responses and who is actively learning, asking pupils to check their learning against the success criteria, setting quizzes, asking children to check and improve, reminding pupils of the success criteria for review and through self-marking. Children will receive verbal feedback throughout. • Teachers will check learning submitted from the daily lessons on our learning platforms and adapt their teaching and plan feedback accordingly. • Individual feedback may be given which may acknowledge, celebrate, set next steps or request further checking. • Whole class feedback may be given, which every child can respond to, in order to improve. Children can respond to teachers' comments and amend/edit work. • Feedback may be in the form of additional explanation or support or signposting pupils to key points in the pre-recorded teaching input that may have been missed or not understood at first. Annotated work samples are used in UKS2, or whole class feedback slides. Feedback may also be shown as 'likes', in writing, as a voice note and may include comments, praise, questions, targets, new learning. • Lesson time may be used to celebrate and share examples of good learning in order to encourage pupils and acknowledge their improvements. Teachers will also use this time to re-teach, address errors and misconceptions and provide more challenge in learning where pupils are ready to move on. 	<p>A consistent approach to recording ongoing pupil progress would be beneficial to support the transition back into school.</p> <p>Further SLT monitoring feedback to children and the impact this has.</p>	<p>4</p>

	<ul style="list-style-type: none"> • Questions and other suitable tasks are shared using the Portfolios feature and pupils are able to interact with the resources when completing their independent task. • Staff are available to chat to pupils in Google Meet or Dojo during lessons, • Live instruction and live feedback for 1:1 or small groups of SEND. • Parent questionnaire results indicate that 98% of parents are very happy with the level and type of feedback. • As you would in the classroom, daily plans are updated/adapted in light of children’s attainment and progress to ensure that work is well matched to pupils’ needs. 		
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Capacity and capability - Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)
<p>Effective practice</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Computing Leads and Headteacher developed a support guide for school staff to secure consistency in delivery, expectations, pedagogy etc. • DHT updates staff every Monday on any new developments re: RL. • All relevant guidance is read and adhered to. This is shared with teachers. 		5
<p>Staff capability</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Computing leads underwent training during the planning and early implementation stages in the Autumn Term. • Computing leads have continued to provide advice, guidance and practical support for teachers on how to deliver good remote education. • Staff have access to all of the resources and tools that they would normally have available. 		5

<p><i>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.</i></p> <p><i>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</i></p>	<ul style="list-style-type: none"> • Expectations of remote learning across the school have been designed to ensure that remote learning is accessible for all pupils. • Guidance to ensure that teaching and learning is appropriate for all learners has been provided to staff, with further guidance around 'best practice' to ensure that resources are accessible for pupils with SEND provided by the school inclusion team. 		
<p>Strategic partnerships</p> <p><i>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</i></p>	<ul style="list-style-type: none"> • The Computing Leads are making use of several school-to-school support networks including those created through our affiliation with Loughborough Learning Alliance (LLA). • The school is part of a Covid cluster group with the Symphony Learning Trust – the Headteacher has been taking part in network meetings led by Tim Sutcliffe CEO, where RL has formed part of each agenda. • The Maths lead is taking part in a DFE funded Primary Teaching for Mastery Development Work Group and is also part of a local Maths hub looking to improve Maths education. She attends virtual network meetings through the LLA. • English network meetings are enabling the subject leader to continue to improve writing and reading through termly briefings; the school is also receiving Talk for Writing training as part of a two year development programme, which is being delivered fully to pupils via RL platforms. • The EYFS team are taking part in the DFE’s Nuffield Early Language Intervention (NELI) programme and are therefore improving the teaching of phonics, early language and reading in reception. 		5

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)
<p>Realistic expectations of pupils, parents and carers</p> <p><i>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.</i></p> <p><i>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).</i></p>	<ul style="list-style-type: none"> • Remote education expectations are highlighted in the RL policy circulated to parents and staff at the end of September and in the updated 'Key Points' document for Jan 21. The plan for remote learning was shared with parents well in advance so that in the event of bubble closure, learning could continue immediately. • Detailed guidance has been provided to parents via the RL Key Points document, which elaborates on the information outlined in the overarching policy. • All RL information and provision is on the school website. • Messages via Dojo provide parents with regular updates specific to their child's class, or as part of whole school communication via the 'school story' page. • The Computing Lead and Headteacher send out weekly RL communications re: provision, expectations, flexibilities, adjustments etc. • Hard-to-reach families receive weekly phone-call from class teacher and needs assessed. • Class teachers provide clear instructions, explanations and outline expectations via video or through written communication. • Class teachers personalise their correspondence with pupils to suit their class – regular messages via Dojo therefore. • Pupils spent time while in school becoming familiar with the remote learning platform and practised submitting assignments and accessing teaching materials. • Top Tips guidance and Commonly Asked Questions info clarify expectations for pupils and parents. 	<p>Using the parent questionnaire results, reflect on whether greater flexibility needs to be built in to the afternoon sessions e.g. a weekly menu of activities, which included Wellbeing Wednesdays.</p> <p>Clear communication of these 'new' recommended timings to parents would further support parents to ensure appropriate learning time is spent both on academic AND wellbeing activities.</p>	4
<p>School community events</p> <p><i>Pupils are given regular opportunities to attend and participate in shared,</i></p>	<ul style="list-style-type: none"> • Every class has x2 meet and greet sessions/assemblies each week where pupils can socialise, take part in a quiz or story etc. • SEND pupils have 1:1 or small group check-in sessions or tutoring 	<p>Weekly whole-school quiz, scavenger hunts and art and design competitions could help maintain the sense of</p>	4

<p><i>interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</i></p>	<ul style="list-style-type: none"> • Staff keep a register of pupils’ participation and attendance in each lesson, and inform their Phase Leader if they have any concerns. Working closely together, the teacher, Phase Leader and SENDCO will decide the next action to ensure that a pupil is looked after and supported in their learning. Parents/carers will be informed as required. 	<p>community and belonging further. Remote learning lead to look at the possibility of creating interactive resources to be launched over the coming weeks, especially if an Easter opening is likely.</p>	
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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)
<p>Ensuring safety</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • We continue to expect all staff to abide by the highest professional standards when working directly or remotely with pupils and our Safeguarding Policy with the Covid-19 Addendum and the Staff Code of Conduct still currently apply. • Pupils must comply with the Internet Acceptable User Policy (AUP) and our Behaviour for Learning Policy. We request that parents/carers ensure that their child fully understands and agrees to follow these guidelines. • Staff receive safeguarding training and updates on an annual basis. We have clear avenues of communication should pupils, parents or teachers have any safeguarding concerns in relation to remote learning. All stakeholders are encouraged to report their concerns directly to our Designated Safeguard Leads. • Staff are instructed to, where possible, communicate within the school hours (or hours agreed by the school to suit the needs of staff), using Class Dojo, the school email address and telephone (or other methods approved by the senior leadership team). • Staff are encouraged to use school devices over personal devices where possible and not store personal information relating to school on any personal device. 		5

	<ul style="list-style-type: none"> • We recognise that teaching from home is different from teaching in school and ask staff to find a quiet or private area to talk to pupils, parents or carers. • Re: Safeguarding. The DSL identified ‘vulnerable’ pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning. • The DSL has arranged for more regular contact to be made with vulnerable pupils, during the period of remote learning. • Phone calls are made to all pupils using school phones. • All contact with vulnerable pupils is recorded. • The DSLs are keeping in contact with vulnerable pupils’ social workers or other care professionals during the period of remote working, as required. • Re H&S: Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning. • If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks, pupils with medical conditions may require more frequent screen breaks. • If any incidents or near-misses occur in a pupil’s home, they or their parents are required to report these to the class teacher or other relevant member of staff immediately so that appropriate action can be taken. • Newly drafted Home School Agreement for Remote Education circulated to parents. • New Acceptable Use Policy for lives sessions circulated to pupils. • New Acceptable Use Device Agreement circulated for loaned laptops/i-pads. 		
<p>Online safety</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Staff are recommended to record their ‘live sessions’ with both class, groups and 1:1 if working alone in school or at home. • Staff are aware not to record, store, or distribute audio material without permission. • Pupils and staff appreciate live session protocols e.g. only use the approved method of communication, communicate with pupils where an adult is present e.g. 	<p>Direct parents to useful resources to help them keep their children safe online. Remind parents to report concerns raised around online content to CEOP.</p>	<p>5</p>

	<p>online welfare call/ mentoring meeting, wear suitable clothing, be situated in a suitable 'public' living area within the home with an appropriate background etc.</p> <ul style="list-style-type: none"> • Online safety is taught to all year groups each year, ensuring that teachers and children are aware of how to stay safe online. When broadcasting a live lesson, staff should consider carefully what will be in the background. • Have published online safety leaflets for parents and pupils specifically to reinforce the importance of children staying safe online during Remote Education. 		
<p>Wellbeing</p> <p><i>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</i></p> <p><i>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</i></p>	<ul style="list-style-type: none"> • Our RL plans recognise the need for routine, exercise and relaxation to develop good learning habits and improve wellbeing. • Our RL provision acknowledged Mental Health Week – we are introducing Wellbeing Wednesday as a follow up. • Friday afternoons are dedicated to PSHE and character muscle/mindfulness activities. • The need for routine is widely documented as providing pupils with an increased security in the context of uncertainty and therefore a daily timetable has been suggested to parents. • The Headteacher, SBM and SENDCO will track student welfare and engagement and keep channels of communication open, with all parties including parents/carers and other support services as required. • On occasions, with permission from the DSL or Deputy DSL, the SENDCO, class teacher, or 1:1 support staff will hold one-to-one sessions via Google Meet with student video feed switched on, in order to provide the best level of care and support. The parents/carers and DSL would be informed of such meetings. • Other vulnerable pupils or those who have been reported as struggling, plus those with SEND are closely monitored with more frequent communication and 1:1 or small group sessions. • One-to-one catch ups with the most vulnerable pupils may be beneficial to better spot and address potential wellbeing or mental health issues. 	<p>Mental Health Week resources to be added to website.</p> <p>Well-being activities to be added to RL page to provide ideas for parents.</p> <p>Could do a pupil voice survey re: engagement, connections to school, wellbeing etc.</p>	<p>4</p>

<p>Data management</p> <p><i>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</i></p>	<ul style="list-style-type: none"> • The school continues to follow our policies for Online Internet Safety and these are promoted through lessons which sit within the IT curriculum. • GDPR measures - enacted in conjunction with the school’s Data Protection Policy. • Staff members understand that they are responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times. • All systems have been checked for compliance with GDPR and parents fully informed on the way their data will be used and stored. • Parents have signed to give consent for their data to be used – form completed on pupil registration. • Have an addendum to main Behaviour Policy specifically for expectations in school during the pandemic. 		5
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