



Department
for Education

All Saints Academy Trust Review of Remote Education Provision January 2021



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Summary

This framework has been produced to support schools in England to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

Who this publication is for

This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.

Aims of the framework

This framework aims to help MAT leaders, school leaders and governors in England to:

- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the [schools' guidance](#) and the [COVID-19 guidance for FE providers](#). Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit your school context.

The framework differs from the [remote education template](#), which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

Using the framework

You can work through the entire framework to identify strengths and areas for improvement in remote education with your senior leadership team (taking approximately 1 hour to complete as a group) or focus on specific sections that have been previously identified as priorities.

The framework will help you to have conversations with all stakeholders within the school community (for example, staff, governors, parents) about your school's remote education provision.

The framework can help you meet basic requirements using the resources and tools you currently have (digital or physical), and to take your remote education provision further. School leaders should allocate a score to each statement where possible, identify strengths and areas for improvement, and discuss next steps with members of the senior leadership team (SLT) and governors. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

You can use the framework more than once to adopt practical steps and move from the "identifying" stage to the "sustaining" stage, to embed a sustainable strategy for remote education.

Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

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.

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	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Remote education plan There is a plan in place for remote education. This was discussed and has been influenced by parental feedback and staff feedback. It has taken into account experiences of the first lockdown and subsequent bubble closures. Expectations were delivered to teaching staff by the EHT and workshop support offered in addition to former training. Proformas for timetabling were collected by the EHT and approved. Documents such as ground rules and crib sheets for various approaches were shared and time on the PD day was set aside to start planning and uploading resources for week 1. Overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. All teachers are co-	<ul style="list-style-type: none"> Remote educate plan in place, building further on provision during the first lockdown in light of parental feedback and reflections of staff – further developing what parents reported was working well for their children. Executive Head Teacher has the over-arching responsibility for the quality and delivery of remote education and has monitoring strategies in place to ensure that this meets expectations – access to all classes on Class Dojo, invites to class teams on Microsoft Teams, 	Some adaptations have had to be made to ensure the provision works for those in school and at home. A decision to prioritise remote provision has meant that class teachers are not in school with those attending. However, both sites have around a 1:8 ratio of staff to pupils and all of those in school have devices to access the online provision. In addition, for younger children continuous provision is in place, changed daily and following the wider curriculum for EY/1/2. Some parents have said they would like paper resources provided in addition, however	5 (With so much online this does not suit every pupil, however the provision compares favourably to primary provision – testimonials)	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. 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 .

<p>ordinating their staff teams to provide the best service possible for pupils, with break out rooms and additional support through interventions continuing wherever possible.</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 close as possible to the in-school curriculum and maximises the opportunities for children to positively connect with staff and their peers.</p>	<p>remote education timetables reviewed for all classes before being circulated to parents.</p> <ul style="list-style-type: none"> • Medium-term planning for core subjects is being followed, ensuring that curriculum coverage continues to be thorough during period of remote teaching and learning. In addition, any gaps in the understanding of groups and individual children are being targeted. • Pre-recorded films being recorded by subject specialists employed by the Trust for P.E. and R.E. • Medium-term planning for this half term's topic (Geography, History or Science, dependent on year group) completed during dedicated time on PD day – adapted to maximise learning in these subject areas during period of remote teaching and learning. 	<p>this would mean more on site visits and non-essential travel. Therefore as a staff we are aiming to plan activities where it is not necessary.</p> <p>Some teacher laptops are not as we would want. An order for additional resources has been approved and access to in school resources are always available to teaching staff should they need to utilise these during the interim period.</p>		
<p>Communication</p> <p>Trustees, staff, parents and carers are aware of the school's approach and arrangements for remote education. Regular meetings keep the Covid-19 group (CEO, Chair and Vice Chair) informed</p>	<ul style="list-style-type: none"> • Rationale for approach and arrangements for remote education communicated clearly to parents, with ways in which this has been developed in line with parental feedback made transparent. Newsletters provide a means of continued updates and 	<p>A single parent has asked that information and links are all put onto Teams rather than utilising Dojo for this. I had asked for this to be the case for assembly and PPA time provision, we can add this into our staff meeting as can be placed in chat. This is easier for those in school too.</p>	4	<p>Ensure trustees, 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.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote</p>

<p>Review to be shared with Trustees ahead of next FTB.</p>	<p>extensions of services.</p> <ul style="list-style-type: none"> • Consistency in terms of guidance across all year groups wherever possible to support parents in their efforts to support children at home – updates sent frequently through Class Dojo and ParentMail by Executive Head Teacher. • Daily communication from class teachers through Class Dojo Class Story updates, providing clear guidance about what to expect during the week/ day ahead and what parents and carers can do to support this. Parents have praised this service. • Frequent updates about guidance circulated to all school staff by Executive Head Teacher – with clear narrative about its implications for context. • Consistent PPA means that class teams have dedicated time to plan ahead and discuss provision with one another (Tues/Fri pm) • Staff Meeting time dedicated to planning for remote teaching, ensuring that all staff are aware of approach to remote education and promoting consistency of approach (see sm schedule) • Reduction of all non-essential meetings to 			<p>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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	prioritise class based delivery for senior staff.			
<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 	<ul style="list-style-type: none"> • Potential impact of remote education on staff workload and well-being recognised by Executive Head Teacher and plans to mitigate this made transparent e.g. provision of pre-recorded films by subject specialists for P.E. and R.E. to allow for high-quality provision during PPA time. • Recommendation that independent activities are set for children around live Teams sessions to allow staff to engage in marking and feedback on Class Dojo. • Recommendation that staff have time away from Class Dojo, Microsoft Teams and laptops over lunchtime. • Class teachers reporting to Executive Head Teacher if children are absent from live Teams lessons and/or not engaging with wider opportunities remotely. We have ordered and distributed our allocated devices to vulnerable families. • SENCo is conducting meetings with those with an EHCP and their one to one to check in and enhance the fit of their remote provision if required. • Currently the impact of remote provision is being judged by the 	<p>Attendance spot check taken on 25th January found an average of 91% attendance in Feering Primary and 88% at SA. The lowest class attendance was 77%.</p> <p>Parent testimonials are very positive and engagement levels high.</p> <p>Drop- in monitoring to 12/13 classes has taken place from 1st-5th February with the last class scheduled for 8th February. Monitoring has led to feedback – individual, trust and also via parent communication. In addition two of each of the recorded PE and RE lessons provided as pre-recorded sessions have been observed.</p>	4	<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

	<p>children both in and out of school and the feedback from parents.</p> <ul style="list-style-type: none"> • After the last lockdown teachers were asked to use various means to discover gaps in learning that would need to be overcome and this formed the basis of the “Catch up plan.” 			
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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.

Identify	1. Develop and plan	2. Implement	3. Embed	4. 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	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 	<ul style="list-style-type: none"> Parents are able to communicate with class teachers through Class Dojo, enabling them to make contact if there are challenges around children's engagement with remote education – class teachers offering strategies to support children's engagement e.g. anxieties around joining live Teams lessons. Discussion about how our learning behaviours can be shown during remote education and continued reference back to these – specific praise, awarding of Dojo points, 'Golden Shout-Outs' awarded on Class Dojo Class Story at the end of each day, children encouraged to nominate each other for showing these, weekly certificates (Pupil of the week/ Headteacher's Cup) and Dojo point based certificates 	<p>We know that home learning cannot suit all children and family circumstances, however reports from parents show the connectivity seen through the current provision has been appreciated.</p> <p>We have some families, not FSM who are not able to access the remote devices or internet they need – see below</p>	4	<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>

		awarded for learning behaviours shown remotely – developing metacognition and understanding of how to learn effectively from home.			
	<ul style="list-style-type: none">• Development of remote feedback systems to support children's progress during remote education period e.g. independent work uploaded to Class Dojo Portfolios, use of share screen and visualisers to share examples of work, use of Padlet to emulate Working Wall and support use of live feedback.• Suggestion of activities for children to keep them active and happy during periods of isolation – developing their understanding of what they can do to look after their own well-being during these times.				
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.	<ul style="list-style-type: none">• Close monitoring of access to devices supporting Class Dojo and Microsoft Teams – children provided with devices in cases where there is no access to these – priority to PPG children – support provided in setting these up at home to reduce anxiety and stress for families. Staff have even been out and supported devices, outside to get remote learning up and running.• Sharing of recorded live Teams sessions or pre-	<p>We are currently exploring support where problem is access to strong Internet rather than access to devices and have supported families with using hotspot data.</p> <p>Where there is no device and pupils are not PPG and there are no remaining devices we have let the LA know this via their survey.</p> <p>Recordings can be sourced at different times where children are sharing devices.</p>	4	<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>	

	recorded films to model independent work to support any children unable to access a live Teams session.			
<p>Supporting children with additional needs</p> <p>Children 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>	<ul style="list-style-type: none"> • Daily communication from class teachers through Class Dojo Class Story updates, providing clear guidance about what to expect during the week/ day ahead and what parents and carers can do to support this. • Any relevant guidance and resources for day ahead posted to Class Dojo/Teams by 6pm the day before – feedback from parents that this enables them to better prepare to support children, especially when supporting more than one child. • Consistency in terms of guidance across all year groups wherever possible to support parents in their efforts to support children at home – updates sent frequently through Class Dojo and ParentMail by Executive Headteacher. 	<ul style="list-style-type: none"> • Build on one to one sessions with SENCo and reasonable adjustments such as providing alternatives such as paper based resources for EHCP children. • Not all families have been able to be provided with devices across the Trust. 	3	<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>
<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>	<ul style="list-style-type: none"> • Class teachers reporting to Executive Head Teacher if children are absent from live Teams lessons and/or not engaging with wider opportunities remotely and contacting parents/carers where this is a concern. • Class teachers recording attendance of live Teams lessons – three times daily – and acting on this if children's attendance of these sessions is concern. 	<p>Class teachers are contacting families not engaging with Teams, where technology is the issue we have offered support within the resources we have at our disposal. In some cases technology is not the issue, reasonable efforts have been made beyond this and welfare needs are established.</p> <p>Monitoring of engagement is</p>	3	<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>

	<ul style="list-style-type: none"> Parents can directly message the EHT through Class Dojo. 	not on a lesson by lesson basis currently. We will be asking teachers to do this one day per week for each lesson to enable us to gather data on this rather than simply welfare data		
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.	<ul style="list-style-type: none"> Pupils were given Teams instruction in most cases before the lockdown. Parents have been guided through the process and staff have been on hand to support access in every way they can, phonecalls etc. 	Some parents and pupils found this frustrating at first and some devices lend themselves to Teams use more than others but newsletters have informed parents of alternative devices such as play stations and Xbox. We have linked start up guides for these.	4	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.

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	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if 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: <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 	<ul style="list-style-type: none"> With live direct teaching time through Teams and further tasks set to be completed independently combined, the work being set across all year groups well exceeds the minimum length set out by the DfE. All children receive direct teaching daily – session length has been decided Trust wide dependent upon the age of the children. Live lessons are designed to improve connectivity but have also meant working parents reported they feel more supported. 	The only gaps are seen by the very nature of the lockdown – missed interaction with the full range of activity our site affords – Forest School, Playing Field for PE etc.	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.

<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</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>	<ul style="list-style-type: none"> • Medium-term planning for core subjects is being followed, ensuring that curriculum coverage continues to be thorough during period of remote teaching and learning. In addition, any gaps in the understanding of groups and individual children are being targeted. • Opportunities to revisit areas of prior learning through the use of memory-friendly and overlearning strategies are still being built in – daily 'Maths Mastery' tasks for Y2 upwards, Teams quizzes. • Pre-recorded films being recorded by our subject specialists for P.E. and R.E. • Medium-term planning for this half term's topic (Geography, History or Science, dependent on year group) completed during dedicated time on PD day – adapted to maximise learning in these subject areas during period of remote teaching and learning. 	<p>Some subjects lend themselves to this form of teaching some not as much, therefore the score here is taking a holistic view. Practical Science for example can be tricky with resourcing causing issues for parents as can Art and DT.</p> <p>Music provision is limited, previously 2 year groups were being taught wind instruments weekly.</p>	<p>5</p>	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</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 Oak National Academy), and</p>	<ul style="list-style-type: none"> • Every class teacher is providing live, direct teaching time, which builds up from 1.5 hours daily in Early Years to 3.5 hours daily in Year 6 – through Microsoft Teams. • Live Teams sessions are being recorded to enable children that have missed a session to watch it on replay to catch-up. 	<p>See above</p>	<p>3</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

<p>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>	<ul style="list-style-type: none"> During this time, support staff are leading guided groups in breakout rooms on Teams, as directed by class teachers – pre/post teach sessions and Wave 2 interventions during the afternoon. Independent tasks are being set and completed around the live Teams sessions in line with a structured timetable for each class – feedback from parents about the clear structure has been overwhelmingly positive. 			<p>map resources to a school's existing curriculum.</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 - free for any pupil with dyslexia or visual impairments</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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	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 the expectations for this period of school closures, they ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<ul style="list-style-type: none"> Meeting for Trust Senior Leaders dedicated to discussing guidance and resources and developing Trust approach to remote teaching and learning. Further Senior Leader and Staff Meeting time dedicated to planning for remote teaching, enabling Senior Leaders to work with other teaching staff to develop provision. Remote teaching training/ Q&A sessions delivered by a Senior Leader for wider teaching/school staff at both schools over Christmas holidays. Frequent updates about guidance circulated to all school staff by Executive Head Teacher – with clear narrative about its implications for context. 	<p>See above for technology and resourcing implications.</p> <p>Staff meetings allow time to check in on staff, other meetings are kept to a minimum to secure reasonable workloads and staff are not required to operate from school to enable travel time to be gained. However should resources be needed they can be accessed from the school site.</p>	4	<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 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</p>	<ul style="list-style-type: none"> Investment in additional digital resources and tools to support remote teaching and learning e.g. Literacy Shed Plus, Sumdog, White Rose Maths. Professional dialogue and reflection on remote teaching practice frequent – formal opportunities to feedback and develop practice collaboratively during all Staff Meetings. Staff contributing remote teaching strategies to a bank being compiled to support development of remote teaching practice – working document that 	<p>This delivery is alien to all staff and the learning curve steep and with all new knowledge different progress is made by individuals. Consistency is being established over time and all within acceptable margins.</p>	4	<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 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>

practice remotely.	<p>will be continually added to. Staff share successes and work collaboratively to support development of each other's practice.</p> <ul style="list-style-type: none"> Trust SENCO meeting remotely with children with EHCPs and their parents and 1:1 LSAs to support access. 			<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 the EdTech Demonstrator Programme and curriculum hubs.</p>	<ul style="list-style-type: none"> Developing best practice through collaboration with NEMAT IT Support. A local school asked us to share how we have rolled out live teams teaching and we have engaged with this request. 	<ul style="list-style-type: none"> Work with NEMAT IT Support to explore possibility of Celebration Worship on a Friday being live on Teams for whole school rather than pre-recorded to further develop sense of community and belonging? At present Worship is pre-recorded but has taken place delivered by staff and community clergy. Technical support can take time due to being a small Trust this is bought in and not held on site. 	4	<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, including 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

Communication

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

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	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>	<ul style="list-style-type: none"> Parental feedback about provision during the first lockdown acted upon during development of remote education e.g. clear structure/timetable for the day supported children's engagement, live Teams lessons improved morale and motivation. Daily communication from class teachers through Class Dojo Class Story updates, providing clear guidance about what to expect during the week/ day ahead and what parents and carers can do to support this. Any relevant guidance and resources for day ahead posted to Class Dojo/Teams by 6pm the day before at the latest – feedback from parents that this enables them to better prepare to support children, especially when supporting more than one child. Consistency in terms of guidance across all year groups wherever possible to support parents in 	<p>Some gaps with technology provision are a constant support issue, we are providing as much support as we can safely.</p> <p>We are not providing paper resources for anyone not on an EHCP. This is to reduce encouraging families to leave their homes. Online reading materials are being signposted for families such as the library service.</p>	<p>4</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>their efforts to support children at home – updates sent frequently through Class Dojo and ParentMail by Executive Head Teacher.</p> <ul style="list-style-type: none"> • The website holds our newsletters and this review will form part of the information that can be accessed. • Parental comments about our online provision are also shared on the website. • School tours have been provided on the website for those seeking places at either of the schools in the Trust. • Children understand the expectations of how they should be engaging with remote learning and for how long – consistent daily timetable, use of Teams Calendar, class teachers modelling new methods of participation e.g. completing Teams quizzes through sharing screen on Teams. 			
<p>School community events</p> <p>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.</p>	<ul style="list-style-type: none"> • Daily Collective Worship, pre-recorded for whole school and timetabled at the same time for all the classes. • One Collective Worship weekly delivered by Rev. Jo/Father Simon, which is helping to maintain sense of belonging to our wider school communities. • Celebration Worship on a Friday – again, timetabled at the same time for all classes – maintaining a sense of community and 	<p>Exploration is underway for the possibility of Celebration Worship on a Friday being live on Teams for whole school rather than pre-recorded to further develop sense of community and belonging.</p>	4	

	<p>belonging through usual celebration of HT's cups, stamp books etc. – connection with children from other classes.</p> <ul style="list-style-type: none"> • High proportion of live lessons to enhance connectivity with peers and staff. • Classes supported by both teachers and support staff on Teams to ensure good levels of feedback are achieved. • SENCo and one to one staff working to engage SEN pupils in support of teaching team. • Headteacher available to the parent body via Class Dojo 			
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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.

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	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety 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.	<ul style="list-style-type: none"> Adapted policy/protocol to support safe engagement with remote education –RMP Clear guidance for school staff around safeguarding e.g. avoiding 1:1 sessions with a child. A Safeguarding lead will be on each school site for issues in school and at home and there are office staff there to answer the calls of parents or staff throughout the school day. Lessons recorded 		4	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.

<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>	<ul style="list-style-type: none"> • Adapted policy/protocol to support safe engagement with remote education – RMP • ‘Ground rules’ shared by class teachers on Class Dojo and parents asked to discuss these with the children ahead of their first live Teams session. • Use of ‘waiting in lobby’ setting demonstrated during remote training session, eliminating the possibility of children joining a live Teams meeting with no adult present. • ‘Chat’ function disabled by IT support to eliminate the risk of children using Microsoft Teams for communication with each other outside live Teams lessons. • Two Johns link shared with parents via the schools’ newsletters • A Safeguarding lead will be on each school site for issues in school and at home and there are office staff there to answer the calls of parents or staff throughout the school day. • Lessons recorded 		4	<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, daily live lessons and by other means, particularly</p>	<ul style="list-style-type: none"> • Daily catch ups with the vast majority of children during live Teams lessons – embracing opportunities to catch-up with smaller groups of children at the end of a lesson or when working with a guided or intervention group. High proportions of 	<p>Well being resources are being shared however remote learning is isolating for children.</p> <p>Additional resources and sign posting services is part of the school’s aim.</p>	4	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

for those that are most vulnerable and not engaging.	<p>teaching being via live lessons is designed to improve connectivity.</p> <ul style="list-style-type: none"> • Communication with parents through Class Dojo and/or phone calls home about well-being and working together to support this – concerns about individual children discussed with Executive Head Teacher. • In instances where a child has not been on Teams, communication made with parents. • Trust Emotional Support Lead continuing to support children and families remotely while children are not in school and give advice to school staff in terms of how to support the well-being of individual children. • Staff Meeting around emotional well-being to be delivered by Trust Emotional Support Lead. • Pastoral support staff and SENCo are filling in welfare check documents as directed by the EHT. • Where no contact is being made door knocks are undertaken to ensure the children are well. This is outlined in the Newsletter to encourage parents to stay in touch. 			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<ul style="list-style-type: none"> • Data management is supported through IT support and our GDPR lead both being commissioned from NEMAT. • We have assured ourselves that all necessary 	<p>The school has ensured each child has their own personal login and passwords are unique. Teams app does allow multiple device sign in. On-going advice taken from</p>	3	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR

	arrangements are in place working with the above.	NEMAT on Tapestry and Class Dojo.		<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 'Ground rules' shared by class teachers on Class Dojo and parents asked to discuss these with the children ahead of their first live Teams session. 'Ground rules' revisited and developed further at beginning of first live Teams session – giving the children ownership. Children in younger year groups created their own 'ground rules' to keep by their device. Discussion about how our learning behaviours can be shown during remote education and continued reference back to these – specific praise, awarding of Dojo points, 'Golden Shout-Outs' awarded on Class Dojo Class Story at the end of each day, children encouraged to nominate each other for showing these, HT's Cup and certificates awarded for learning behaviours shown remotely. Celebration Assembly features awards for those demonstrating Learning Behaviours whilst learning remotely to encourage others. 	Where there are problems they are dealt with, for example we have taken away the private chat function as this cannot be seen by teachers.	4	GOV.UK provides guidance on behaviour expectations in schools.

