



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	Potential actions and resources
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<ul style="list-style-type: none"> • Remote Learning plan published on Website and shared to parents, Governors and all staff • Parents given feedback regularly via email/phone calls etc to and from teacher • Whole curriculum offer continues • Practical approaches continue for EYFS ~ practical activities alongside Zoom live teaching • High expectations for all, staff and pupils, set and agreed amongst staff and shared with stakeholders • Ongoing review by SLT and all staff based on feedback from pupils and parents • SEND children have access to online interventions • All children provided with tools needed for remote learning either digital or hardcopies including stationary packs 	<ul style="list-style-type: none"> • Record changes and share 	<p>To help develop your remote education plan:</p> <ul style="list-style-type: none"> • We use Showbie as our primary base for hosting all remote learning materials • There are 5 sessions of ZOOM lessons daily. • TT Rock Stars supplement learning and have links on Purple Mash and School Website • All Purple Mash, TT Rock Stars and Showbie content is password protected with individual pupil, parent and staff logins • Where appropriate, external providers, which are quality assured by the Remote Learning Leads, are used by staff





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<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education.</p>	<ul style="list-style-type: none"> • Plan is shared on website and via letter to all parents • Plan shared with Governors, staff • Letters sent home via text link, emails and published on website informing of arrangements, changes and structure • Emails sent to update with parents • Engagement with all stakeholders 		<p>School Website has specific links for Remote Learning/Lockdown/Covid 19 information</p>
<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"> • Staff workload is managed through the provision of protected PPA time • All teaching staff mark work, either online, paper copies, or via email, for all pieces of work, following school Feedback and Marking Policy for depth feedback and marking • Teaching staff given option to work from home if they need/are able to • Sickness and absence managed and monitored by HT through SIMS and daily registers • Trends and patterns of working will be monitored by individual class teachers and disseminated to HT • Staff have 1:1 conversation via Zoom with all pupils who are learning at home. 		<ul style="list-style-type: none"> • We record daily attendance in school using school based registers which are used to support the DfE daily registers • We record attendance of each Zoom session • Children who should be in school, but are absent are contacted by phone by the bursar by 10am



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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<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"> • Use of Paper packs with annotations • Parenting tips for positive remote learning on website, reinforced on weekly newsletter and during check-in calls by HT and Class Teachers, support staff • Home expectations shared • Classes have kept to normal routines. For example 1 guided reading session 1 Maths and 1 English session a day and 2 topic sessions, following the plans pupils would ordinarily have followed 		<p>Additional digital devices distributed to families, using school's devices.</p>
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision.</p> <p>Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<ul style="list-style-type: none"> • Paper based & practical activities EYFS & SEND to complete tasks if required, however all pupils asked to attend the online lessons delivered by their class teachers • Through the use of Showbie and email staff are aware of how children are coping with tasks set, what works and does not work and adapting as necessary, maintaining AfL • All content is set by class teachers, videos used for modelling are either bespoke to school or Signposted to external websites 		<p>Support given to families at home if experiencing difficulties with accessing Zoom or other websites.</p>



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<p>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.</p>	<ul style="list-style-type: none"> • Differentiation for all classes, tailoring to meet individual needs • Bespoke tailoring of curriculum to align with online and remote learning whilst still maintaining the teaching of key skills and objectives • Ensuring parents understand requirements • Working with families and adapting as required, information ascertained through regular check-in calls by HT and Class Staff • SEND provision is linked to child's IEP and targets and is monitored by SENDCo 		<ul style="list-style-type: none"> • We take guidance as a school for those with SEND from LCC SEND Team as well as individual Education Psychologist reports as appropriate
<p>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.</p>	<ul style="list-style-type: none"> • Class staff monitor completion of work through Showbie, work returned via email and the returning of paper packs • If work is missing or not completed, a check in call is made by class staff, if the issue persists HT check in with family with and to help support other family needs and issues 		
<p>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.</p>	<ul style="list-style-type: none"> • Modelled and practiced during October and November Isolations, staff using Showbie as a platform to teach from • Meet individual needs by using class staff knowledge, AfL and IPPs • Use everything can find to engage! Staff are resourceful in finding alternative solutions and media to gain an end result, adapting plans accordingly • School are using what children know. New concepts and uses of technology are modelled via live Zoom, class teacher videos and voice overs on Showbie and guides are shared • Staff going extra mile • A high expectation of children's and staff's proficiency of tech in day 2 day school already existed so this is being built upon • Staff supporting staff • Sharing best practice & dissemination of Apps etc as a staff team 		<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>



Curriculum planning and delivery

The school has well-sequenced curricula that support ‘hybrid’ teaching, where some children are taught in class (such as vulnerable

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<p>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:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day 	<ul style="list-style-type: none"> • The structure of the schhol day with 5 Zoom lessons at set times enables EYFS to have 3 hours, KS1 to have 3.5 hours, KS2 4.5 hours. 		
<p>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.</p>	<ul style="list-style-type: none"> • We are continuing to deliver our broad and balanced curriculum offer remotely through flexibility, adaptability and creativity of all staff • By adapting to and maintaining high expectations and appropriateness, our offer is broad 		
<p>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 Oak National Academy), and time given for 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.</p>	<ul style="list-style-type: none"> • 5 fifteen minute teaching sessions per day. • Staff use pre-recorded sessions of themselves modelling and explaining learning and concepts • Zoom is known by staff, parents, children, is easy to access and use from each stakeholders’ position 		<p>Look into the benefit of Microsoft teams when it arrives.</p>
<p>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.</p>	<ul style="list-style-type: none"> • Daily feedback: <ul style="list-style-type: none"> • Staff use Showbie, Zoom and emails; Comments written in feedback box and use digital pen to annotate; use email system to give and return feedback and next steps etc • In line with F&M Policy • Use of verbal feedback using voice recordings 		



Capacity and capability

Schools support staff to deliver high-quality remote education.

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<p>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.</p>	<ul style="list-style-type: none"> Digital Lead share updated guidance with all staff 		
<p>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.</p>	<ul style="list-style-type: none"> Planned CPD at start of academic year to pre-empt and support future remote learning Online CPD Culture of staff disseminating knowledge Sharing each other's skills Supporting each other How to guides 		
<p>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.</p>	<ul style="list-style-type: none"> School to school support 		



Communication

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

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<p>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.</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">• See above		
<p>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.</p>	<ul style="list-style-type: none">• Sharing of wake up and shake up Friday sessions and themed assemblies• Weekly Newsletters shared on website, Social Media platforms, links shared to all parents and staff via text links• Sports Challenges set for all children		



Safeguarding and wellbeing

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

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<p>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.</p>	<ul style="list-style-type: none"> School have shared new Acceptable use agreements with all families Timely and frequent text links sent to parents by HT signposting to online safety area of website Building upon the foundations of a school culture of being safe online and how to report Embedded in PSHE Embedded in Safeguarding policies 		Regular refresh of online safety
<p>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.</p>	<ul style="list-style-type: none"> Acceptable Use Agreement Building upon the foundations of a school culture of being safe online and how to report Embedded in PSHE Embedded in Safeguarding policies 		
<p>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.</p>	<ul style="list-style-type: none"> Class Teams check in with children 1 x week, speaking to children and families All check ins are recorded and any concerns addressed promptly. 	<ul style="list-style-type: none"> If /when Teams in place, plan to have 2 x F2F sessions a week with class staff and chn 	
<p>Data management 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"> GDPR agreement with Zoom Complies with requirements 		
<p>Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>See above</p> <ul style="list-style-type: none"> School BfL policy reflects remote learning 		

