

Remote Education Provision Review based on DfE Guidance Jan 2021



1. Identify	2. Develop & 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 & practices to address this.	Practices & systems are in place with minor gaps.	Practices & systems are fully embedded, & there are examples of best practice.

Leadership				
Approach	Strengths	Gaps	Score 1 to 5	Potential actions & resources if score is 1 or 2
<p>Remote education plan</p> <p>There is a plan in place for remote education & a senior leader with overarching responsibility for the quality & 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 & children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>School leaders have a clear vision & approach for remote education & maintain awareness of any issues or barriers related to effective delivery.</p> <p>Our Remote Education Plan is in place & is publicised on our website.</p> <p>Our plan is underpinned by high expectations for all children (including vulnerable children & children with SEND) & is aligned as close as possible to the in-school curriculum.</p> <p>We have a SEND online Learning Provision document in place which outlines our personalised offer for each vulnerable child.</p>		5	<p>The EdTech Demonstrator Programme provides resources to support schools & colleges. This includes short videos developed by schools & colleges, & 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 & trustees gives guidance on how to remain cyber-secure.</p> <p>Refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
<p>Communication</p> <p>Governors, staff, parents & carers are aware of the school's approach & arrangements for remote education.</p>	<p>Staff are aware of the school's approach through specific guidance of expectations, such as: Our Remote / Online learning Provision document, our DSAT Virtual learning Strategy & ongoing staff training.</p> <p>Parents & carers are aware of the school's approach through ongoing communications (letters & newsletters), Our Remote / Online learning Provision document & our DSAT Virtual learning Strategy which is posted on our website. In addition, they experience our provision as they support their children & get feedback via Class Dojo.</p> <p>Governors are aware of the school's approach through ongoing communications via email, meetings, Headteacher's Report & accompanying documentation including all of the above.</p>		5	<p>Ensure governors, staff, parents & carers are aware of the school's remote education provision by maintaining regular communication & providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote 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>
<p>Monitoring & evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes: understanding the impact on staff workload & how to mitigate against it.</p> <p>staffing changes having access to appropriate management information (such as staff & pupil sickness & absence data) to help the school respond to changing contexts</p>	<p>We monitor the impact of our remote learning via the following:</p> <ul style="list-style-type: none"> Lesson observations Discussions with pupils Discussions with staff Discussions / feedback from parents Class Dojo posts & feedback Work submissions / outcomes Registers showing participation / attendance / posts on Class Dojo Vulnerable Children monitoring & feedback 		5	<p>GOV.UK provides the following guidance: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year full opening for schools: school workforce remote education good practice</p>

Remote education context & pupil engagement - The school understands the remote education context of pupils, & plans its provision to ensure pupils can remain engaged in education.

Approach	Strengths	Gaps	Score 1 to 5	Potential actions & resources if score is 1 or 2
<p>Home environment The school is aware of the learning environment in the home & works with parents & families to understand & 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 & weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<p>We are aware of the learning environment in the home & work with parents & families to ensure that all families have sufficient devices & technology to be able to access remote learning.</p> <p>As well as being in discussion with parents, we do this through our daily registers whereby class teachers & SLT monitor attendance at online learning sessions & submission of activities through Class Dojo. Where necessary parents are given laptops / other devices so that their children can access learning either from those already in school, DSAT / Diocese funding or DfE allocations. We also offer dongles, 4G wireless routers & internet access support alongside printing off / sending out any additional materials.</p> <p>We support children in their learning & MH&W through: the social contact within their class as a result of online learning within the bubble, daily feedback & comments on learning through Class Dojo as well as sending out information via the support pages of the website, Facebook updates & Class Dojo 'school story' posts.</p>		5	<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 & internet.</p> <p>The Education Endowment Foundation provides a metacognition & self-regulation toolkit on how schools can support pupils to plan, monitor, & evaluate specific aspects of their learning.</p>
<p>Laptops, tablets & internet access Where digital approaches are used, leaders are aware of any limitations to access to the internet, & 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 &/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable & are expected to come into school.</p>	<p>As above.</p> <p>All those children who are classified as vulnerable according to the DfE criteria have been offered a place in school. Those parents who have not taken up the places for their children, have the welfare checks as already stated as well as a weekly call from the class teacher to ensure that they are able to have full access to what can sometimes be a more individualised education plan according to the needs of the child.</p>		5	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom & 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 & internet.</p>
<p>Supporting children with additional needs Children & young people with high needs, including disadvantaged pupils, SEND & vulnerable pupils, have the right structures & provision in place to help remote education.</p> <p>This includes guidance for parents & carers on how to effectively support remote education, & ensuring pupils have access to the right hardware & software to support their needs.</p>	<p>All those children who are classified as high needs, disadvantaged & vulnerable according to the DfE criteria have been offered a place in school. Those parents who have not taken up the places for their children have the welfare checks as already stated as well as a weekly call from the class teacher to ensure that they are able to have full access to what can sometimes be a more individualised education plan according to the needs of the child.</p> <p>Where additional arrangements are in place for these children (aside from the general remote learning offer to the rest of the class), these are recorded on the SEND Online Learning document which has been written in discussion with class teachers, the SENDCo/SLT.</p>		5	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools & colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance for full opening provides guidance on how schools should support pupils with SEND & vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p>Monitoring engagement The school has systems for checking daily whether pupils are engaging with their work, & informs parents & carers immediately where engagement is a concern.</p>	<p>Engagement is monitored through the Google Sheets registers which have been set up so that class teachers & SLT can have access & records attendance at online learning sessions (at home or in school) as well as submission of learning activities. Any concerns are followed up (phone calls, emails, Class Dojo messages, visits) firstly by class teachers & then by SLT.</p>		5	<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 & tutorials, including sharing advice & top tips on ways to monitor & evaluate progress.</p>

<p>Pupil digital skills & literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Support & guidance is given to those families who require it through the website, Class Dojo, email & phone messages by school staff as well as our IT support. Practical support is provided in the form of providing devices & internet support as described previously. The individualised education plans of some SEND pupils includes access to their usual assistive technologies & programmes used at school which they can then access wherever their learning is taking place.</p>		5	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support & guidance to pupils on how to use the technology.</p>
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Curriculum planning & delivery - The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children & children of critical workers) & others at home, & has the relevant resources in place to deliver the curriculum remotely.

Approach	Strengths	Gaps	Score 1 to 5	Potential actions & resources if score is 1 or 2
<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, & 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 • Key stages 3 & 4: 5 hours a day 	<p>We more than follow the DfE recommendation & provide online learning with our online face to face input delivered by class teachers alongside the independent follow up work (facilitated by the teacher through set activities & web links). This takes place within the usual hours of the school day & with a staggered timetable for online face to face input so that all children can access even when there might only be one device per household. We use a combination of the following approaches to teach pupils remotely:</p> <ul style="list-style-type: none"> • live teaching by class teachers (online lessons) • recorded teaching (e.g., Oak National Academy lessons, video/audio recordings made by teachers) • Online learning platforms & resources such, e.g. TT Rock Stars, Bug Club. • commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences • printed paper packs produced by teachers (e.g. workbooks, worksheets) • Reading books 		5	<p>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>
<p>Curriculum planning: The school has a clear, well-sequenced curriculum that supports pupils both in class & 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>	<p>We have a clear, well-sequenced curriculum that supports pupils both in class & remotely. Wherever possible, our curriculum is identical to the one taught in class, but may be adapted upon the consideration of such factors as: the type of learning covered, the home environment or where support can easily be given by parents.</p>		5	<p>GOV.UK provides resources on remote education good practice & how to adapt teaching practice for remote education. The Education Endowment Foundation provides a support guide for schools designed to help teachers & school leaders support their pupils during remote education.</p>
<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), & time given for pupils to complete tasks & assignments independently. The school uses a digital platform to support effective communication & accessibility for all pupils, including those with SEND.</p>	<p>We have a strong system in place to support remote education, using a mixture of online face to face teaching by class teachers as well as curriculum-aligned resources. These include recorded teaching (e.g., Oak National Academy lessons, BBC Bitesize, video/audio recordings made by teachers), Online learning platforms & resources & commercially available websites supporting the teaching of specific subjects or areas. In addition, we also use ClassDojo as a digital platform to support effective communication & accessibility for all pupils, including those with SEND.</p>		5	<p>GOV.UK provides: guidance on accessing & buying resources for remote education resources on remote education good practice guidance on how to access & set up online digital platforms to support delivery Oak National Academy provides resources & guidance on how to map resources to a school's existing curriculum. RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-dem& access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</p>
<p>Assessment & feedback: The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions & other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Our usual Assessment Policy & is used wherever possible by teachers & includes such practices as: observation, discussion, questioning & carefully designed activities to show progress. Activities completed by the children are uploaded to the ClassDojo platform so that teachers can monitor participation, effort & progress as well as provide feedback on a daily basis.</p>		5	<p>GOV.UK provides guidance on: assessing pupil progress & providing feedback in the Remote education good practice guidance assessments & exams The EdTech Demonstrator Programme provides online training videos for schools on effective assessment & feedback.</p>

Capacity & capability - Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score 1 to 5	Potential actions & resources if score is 1 or 2
<p>Effective practice: Senior leaders are aware of all the guidance & ensure wider teaching/school staff are aware of (& how to access) resources available to support remote teaching.</p>	<p>The SLT keep up to date with the guidance produced by the DfE & other sources & then circulate to staff as necessary.</p>		5	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers & school leaders support their pupils during remote education. GOV.UK provides a good practice guide to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on how to use online platforms & resources, including for children with SEND.</p>
<p>Staff capability: Staff have access to the digital resources & tools (for example, textbooks, workbooks, platforms, devices & internet) they need to teach & support pupils remotely. Where used, staff have the appropriate training & support to use digital tools & resources, including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained & interactive to ensure staff continue to support effective teaching practice remotely.</p>	<p>Staff have access to all of the necessary digital resources & tools to be able to teach & support pupils remotely. Staff have taken part in various in-house training sessions in order to prepare for an event in which online / remote learning might be required. Staff have the appropriate training & IT support to use digital tools & resources, including how to ensure they are accessible for pupils with SEND.</p>		5	<p>The EdTech Demonstrator Programme provides advice, guidance & practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms & resources, including for children with SEND. RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-dem& access to over 350,000 accessible digital books for schools, colleges & universities, free for any pupil with a print disability. pdnet provides free training events for teachers & professionals on augmentative & alternative communication technology to support pupils with SEND.</p>
<p>Strategic partnerships: The school is sharing best practice & 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 & curriculum hubs.</p>	<p>We share best practice & making best use of capacity across schools to address any known gaps as part of the Diocese of Sheffield Academies Trust (DSAT).</p>		5	<p>There are several school-to-school support networks which you can make use of, including: The EdTech Demonstrator Programme for advice & guidance on remote education, including how to embed technology into teaching practice, & how to embed practice across MATs Maths hubs to improve maths education English hubs to improve teaching of phonics, early language & reading in reception & year 1 Computing hubs to improve the teaching of computing & increase participation in computer science</p>

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

Approach	Strengths	Gaps	Score 1 to 5	Potential actions & resources if score is 1 or 2
<p>Realistic expectations of pupils, parents & carers Parents & carers have clear guidance on how to support pupils at home, & 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 & how to participate in remote education (for example, how to submit assignments).</p>	<p>We have realistic expectations of our pupils, parents & carers & have adapted our curriculum wherever necessary to consider such factors as: the type of learning covered, the home environment or how much support can easily be given by parents.</p> <p>Parents & carers have clear guidance on how to support pupils at home, & how this is aligned to the remote education information published on our website. In addition, they are given regular updates on how to support their children's learning & mental health via: Class Dojo, our school website & Facebook.</p> <p>Pupils understand the expectations on how many hours they should be learning & how to participate in remote education, including uploading learning activities.</p>		5	<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 & 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>School community events: Pupils are given regular opportunities to attend & participate in shared, interactive lessons & activities to maintain a sense of community & belonging, especially disadvantaged & SEND pupils.</p>	<p>All pupils (including our disadvantaged & SEND pupils) are given regular opportunities to attend & participate in shared, interactive lessons & activities to maintain a sense of community & belonging.</p> <p>Aside from the usual learning focussed activities, children also enjoy social participation through being given opportunities to talk, share & enjoy fun activities either face to face or via the online platform, ClassDojo.</p>		5	

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

Approach	Strengths	Gaps	Score 1 to 5	Potential actions & resources if score is 1 or 2
<p>Ensuring safety: There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have & communicate clear reporting routes so that children, teachers, parents & carers can raise any safeguarding concerns in relation to remote education.</p>	<p>We have clear safeguarding protocols in place to ensure pupils are safe during remote education sessions & whilst undergoing prolonged periods of lockdown away from school. Staff keep a daily register of participation & submission of learning tasks, but will also use their face to face contact time to try to pick up on any issues & then take immediate action which can then be followed up by SLT (CPLO/DCPLO). The usual Safeguarding / Child Protection Policy & protocols are followed if there is a concern & children know to alert their class teachers to any worries or issues with reminders given by staff that this is still the case.</p>		5	<p>GOV.UK provides guidance on Safeguarding & remote education during coronavirus (COVID-19) Schools should also refer to statutory guidance for schools & colleges on safeguarding children.</p>
<p>Online safety: If the school chooses to provide remote education using live streaming & pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Staff understand how to keep children safe online when providing remote education & follow the same Safeguarding / Child Protection Policy & protocols in terms of reporting concerns. We have provided families with rules to follow of 'Do's & Don'ts' & give regular reminders. We also stress the importance of parents setting up age-appropriate parental controls on digital devices & using internet filters to block malicious websites. Lessons are recorded by the teacher in case of any incidents / issues & are observed by other staff members whilst in school (in support of vulnerable & key worker children) in order to provide recall or a witness.</p>		5	<p>GOV.UK provides guidance on: Safeguarding & remote education during coronavirus (COVID-19) Teaching online safety in schools</p>
<p>Wellbeing: Leaders, teachers & pupils are aware of how to spot potential wellbeing or mental health issues & how to respond. There are regular catch ups with pupils, one to one & via assemblies, particularly for those that are most vulnerable.</p>	<p>All pupils (including our disadvantaged & SEND pupils) are given regular opportunities to attend & participate in shared, interactive lessons & activities to maintain a sense of community & belonging. Aside from the usual learning focussed activities, children also enjoy social participation through being given opportunities to talk, share & enjoy fun activities either face to face or via the online platform, ClassDojo. Vulnerable Children are checked on an ongoing daily basis & at the end of each week (or before if any concerns) staff return a proforma which includes the checks that have been carried out for vulnerable children.</p>		5	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>
<p>Data management: The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Our usual GDPR Policies & practices apply & are followed by all staff.</p>		5	<p>GOV.UK provides guidance to support schools: with data protection activity, including compliance with GDPR to be cyber secure</p>
<p>Behaviour & attitude: There are clear rules for behaviour during remote lessons & activities. Pupils know them & teachers monitor & enforce them.</p>	<p>There are clear rules for behaviour during remote lessons & activities. Pupils know them & teachers monitor & enforce them with the support of parents. We have provided families with rules to follow of 'Do's & Don'ts' & give regular reminders.</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>