



Leamington Hastings C of E Academy

Review of Remote Education

This document is a review of remote education provided by Leamington Hastings C of E Academy between March 2020 and March 2021. It has been produced using the template provided by the Department for Education.

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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.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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</p>	<p>A clear remote education plan is in place which is followed by all staff, has been shared with parents and Governors and is on the school website. The plan took into account information from sources such as the DfE and the EEF and was constructed as a staff team with all teachers involved.</p> <p>The named person for overall responsibility for remote education is Suzanne Marson.</p> <p>The education provided mirrors the curriculum that is / would have taken place if schools were fully open as much as is practically possible. The curriculum remains broad and balanced, with planning carefully sequenced with the aim that children know and remember more. Teaching continued to use metacognitive and direct modelling strategies.</p> <p>Remote education has been provided during both partial school closures and for individual children who have needed to self isolate. To date, there have been no bubble closures in school.</p> <p>Two identified children with an EHCP received individual live sessions with individual tasks during the Spring / Summer 2020 lockdown period to ensure that the curriculum was appropriate and high quality for them.</p> <p>During the Spring 2021 lockdown, children identified as needing individual support continued to attend school full time.</p>	<p>Children with SEN and vulnerable children were in school during the Spring 2021 partial school closures.</p> <p>Should there be a bubble closure and these children need to isolate, class teachers will need to consider how suitable tasks are for these children and provide additional learning as appropriate to ensure these children receive a high quality</p>	<p>4</p>	<p>To help develop your remote education plan:</p> <p>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.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus</p>

<p>and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>Vulnerable and SEN children have remained in school throughout both partial school closures, at least on a part time basis, meaning that work related to IEPs or EHCPs has been able to continue.</p>	<p>curriculum. This may involve individual sessions with teachers or teaching assistants.</p>		<p>outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
<p>Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>The remote education plan was constructed with staff, has been shared with parents and Governors and remains on the school website. The plan has been adjusted as needed over the past year.</p> <p>All parents have a unique username and password provided to access Teams where home learning is provided, this also provides them with access to a chat function to message the class teacher.</p> <p>Teams channels allowed for daily content to be posted, along with general information messages when needed.</p> <p>Regular email and telephone contact details for key staff were regularly shared, with details that a virtual appointment could be made, an email sent, a contact telephone number or a face to face meeting could be scheduled with social distancing in place if this was necessary.</p> <p>Weekly or fortnightly phone calls took place to any families who were not in school full time during the Spring 2021 partial school closures, enabling a shared dialogue to take place that was bespoke to the family.</p> <p>Weekly newsletters and/ or additional letters have continued to be sent home throughout any partial school closures.</p>	<p>Could all Governors verbalise the school's approach to remote education?</p>	<p>4</p>	<p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.</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 coronavirus (COVID-19).</p>

	<p>All staff are aware of remote learning expectations, throughout partial school closures, a weekly staff meeting continued to take place with remote education always on the agenda.</p> <p>Parental questionnaires following both partial school closures indicate parents feel very well informed and supported. The March 2021 questionnaire indicates that parents understand how to access the Teams system – information was provided in the Autumn term 2020 in case this was needed, and any technical difficulties parents experienced were ironed out with the support of school staff.</p> <p>Remote education / Covid updates have remained on the agenda for Governors meetings throughout the past year and Governors have been kept well informed.</p> <p>During the first partial school closures, Governors met once per month to keep themselves informed. During the second partial school closures two meetings have taken place. Additional emails have been sent as necessary to keep Governors informed and Governors were invited to respond with any questions.</p> <p>Information from EEF guidance was uploaded to relevant Teams pages and signposted to parents.</p> <p>As changes have needed to be made to the plan, these have been discussed as a staff and shared with Governors and parents.</p> <p>Parent’s evenings have continued to take place and an end of year report was still sent home in Summer 2020, a different approach has been used so that meetings are now virtual via Teams. A short written account of a parent’s evening is provided to parents following this meeting.</p>			
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<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) 	<p>The remote education plan was drawn up alongside teachers, taking workload into account. Teachers were provided with time during the school day to prepare and respond to remote education during partial school closures. To support teacher workload, some aspects of curriculum leadership were either paused or overseen by the Head of School.</p> <p>All teachers, including the Head of School, have access to each other's Teams pages so that cover could be arranged in the case of illness.</p> <p>Head of School can access and monitor all remote learning channels for each class.</p> <p>Systems are in place for parents to arrange for their child to attend school and registers are shared with key staff.</p> <p>A member of staff completed a register of daily children in school compared to those expected, including anyone who was unwell, and shared this with key staff so monitoring of remote education could take this into account. One member of staff was monitoring the level of engagement that children / parents had with remote education during the Spring 2021 lockdown, which meant that swift action could be taken to support any families experiencing difficulties. Sometimes this resulted in families being invited to attend school.</p> <p>Teacher workload was considered as part of the plan, taking into account the high percentage of children also in school. There were times where Teaching Assistants led the class of children so that Teachers could deliver remote education.</p>	<p>School staff did an amazing job of teaching children in school and those at home, and despite best efforts, it will undoubtedly have impacted their workload due to the size of the school and the number of children in attendance.</p>	<p>4</p>	<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 • actions for schools during the coronavirus outbreak • remote education good practice
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data) to help the school respond to changing contexts				
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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.

Scoring

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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 	<p>Parents were surveyed in September 2020 and asked to make the school aware of any difficulties they would have in the case of remote education, including numbers of devices available.</p> <p>For families who identified needing support, laptops or internet devices were provided as soon as possible.</p> <p>Weekly or fortnightly phone calls home meant that any difficulties could be addressed quickly. Parents were provided with individual advice and support as necessary.</p> <p>Offers of printed packs of work were made for those who were finding online learning difficult.</p> <p>Offers of support were regularly made on newsletters and letters home.</p> <p>Mental wellbeing day helped children to develop self regulation skills.</p> <p>Mental wellbeing resources remained on Teams and the school website.</p> <p>One a week an assembly focused on as aspect of the school learning behaviours.</p> <p>A mental wellbeing day supported children with how to manage time at home and some self-regulation strategies.</p>	<p>The return to school has shown the learning behaviours of children have been impacted during the lockdown period. In the case of a further partial school closure, consider how learning behaviour work could continue.</p> <p>The devices ordered took longer than expected to arrive and be set up, meaning it was several weeks before they could be delivered to some families, however these will now be ready in the case of a bubble closure.</p>	<p>4</p>	<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>

<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. 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>	<p>Parents were surveyed and asked if they needed any support with laptops or internet access in September 2020, any families needing support were offered this. A reminder was also placed on newsletters inviting families to come forward if their circumstances had changed.</p> <p>Regular phone calls to families sometimes revealed difficulties that were resolved by children being invited back into school.</p> <p>Packs of work provided for any parent who requested this as opposed to online learning.</p>	<p>Further laptops are now in school that could be used for larger families in the event of bubble / partial school closures e.g. a family with four children was finding home learning difficult as there were only two devices in the household.</p>	<p>4</p>	<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>
<p>Supporting children with additional needs</p>	<p>During the Spring 2021 partial school closures:</p> <ul style="list-style-type: none"> - Children with an EHCP or have been identified as possibly moving forward 	<p>One SEN child was not doing as much work at home as they</p>	<p>4</p>	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including</p>

<p>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.</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>	<p>towards an EHCP were in school full time.</p> <ul style="list-style-type: none"> - Children identified as vulnerable due to child protection / child in need / early help plans were in school full time. - 80% of children on the SEN register were in school either full or part time. <p>Additional tasks and support were provided for SEN children not in school on an individual basis such as individual video sessions.</p> <p>Guidance for parents was provided regarding how to access Teams, and as part of this platform, information regarding supporting the children with their learning was provided.</p>	<p>would do at school; a school place was offered but declined. Another SEN child became over reliant on adult support whilst learning from home – consider ways to mitigate this and provide additional support for these two children.</p>		<p>webinars on how to support pupils with SEND.</p> <p>The guidance on actions for schools during the coronavirus outbreak 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>	<p>One staff member monitored the engagement of children in remote education at least daily. The system used showed if the task had been accessed by parents / children, along with the option to 'turn work in'.</p> <p>Daily monitoring meant that swift action could be taken to support those experiencing difficulties. Regular phone calls home from the Head of School also supported this.</p>	<p>Despite best efforts, it remained difficult to engage two families in particular. Both refused offered school places and packs of work. Levels of work completed would sometimes increase following</p>	<p>4</p>	<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</p>

	Parents and carers were regularly reminded who they needed to contact if they were experiencing problems.	a phone call, but not consistently.		ways to monitor and evaluate progress.
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Due to the age of the children, it is difficult for them to access technology unaided. Instructions were provided for parents, but it is recognised that children would need support to access a lot of the home learning.</p> <p>Exercise books, pencils and other resources were provided to parents to try to ensure that children could complete some level of independent working.</p> <p>Online games and practical activities were provided where it was possible to do so.</p>	<p>Are there further ways children could have accessed technology independently?</p> <p>Could apps like NumBots have been purchased so that children could play educational games independently?</p>	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.

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>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 • Key stages 3 and 4: 5 hours a day 	<p>The children were set tasks for curriculum areas that they would have been taught in school, with KS1 children expected to complete a minimum of 3 hours per day. A parental questionnaire revealed that this was nearly always met, the results of which are at the end of this document.</p> <p>In EYFS, taught sessions for timetabled carpet sessions were provided, alongside some activities. Phone calls with parents revealed they were finding the time balance appropriate.</p> <p>Additional challenges were provided for any child who had not met the 3 hours requirement, linked to key skills to be developed in English and maths.</p> <p>Collective worship continued throughout, with a pre recorded version</p>	<p>Could some further live sessions for groups of children have been planned in, dependant on staffing?</p> <p>There is a lot of potential for this during a bubble closure.</p>	4	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

	uploaded to the channel and one live session per week.			
<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>	<p>The remote and classroom curriculum aligned as much as possible, taking into account the resources children would have available at home. Printed copies of resources such as numicon, number lines and phonics mats were sent home to all families to overcome some of this barrier. Most parents reported these were useful as part of parental questionnaires.</p> <p>The curriculum followed the long term plans that would have been taught in school, ensuring that it was carefully sequenced so that children obtained the building blocks they needed to move onto the next step</p> <p>Teachers ensured curriculum modelling via videos was as explicit as it would have been in the classroom.</p> <p>Teachers knew that misconceptions would be harder to address via a recorded video, so made a concerted effort to try to address these as part of their teaching.</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,</p>	<p>The curriculum planning was asynchronous, families were provided with recorded videos followed by activities that mirrored the education delivered in school. There was some use of high quality materials made such</p>	<p>During a bubble closure, consider if staff could provide individual sessions with</p>	4	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> guidance on accessing and buying resources for remote education

<p>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 as Oak National Academy), and 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>	<p>as BBC Bitesize, Whiterose Hub or Oak National Academy, but most videos were provided by the class teacher.</p> <p>Microsoft Teams was chosen as a method of delivery as it allowed a separate channel to be created for each day, so that if needed parents could access materials when it was convenient for them to do so. During a parental survey, parents reported that this was the approach they would need due to work commitments. Teams also allowed videos of any length of time to be uploaded, whilst many other systems had a 5 minute limit.</p> <p>During phone calls home, parents reported that seeing their teacher delivering much of the content kept that link with the school and motivated their child.</p>	<p>identified SEN / vulnerable children. This was not possible during partial school closures due to the number of children attending school.</p> <p>Could a live session be held at the end of each day to allow parents / children to ask any questions or for misconceptions to be addressed?</p>		<ul style="list-style-type: none"> resources on remote education good practice guidance on how to access and set up online digital platforms to support delivery Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <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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<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the</p>	<p>Children were asked to upload their work as their 'assignment' in Teams where it was marked and feedback provided. Teachers were able to use this information to feed into their planning for the following day.</p>	<p>Due to the age of the children, it remains difficult to gauge how much parental support will have been given, even if the children have been asked to complete</p>	<p>4</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> assessing pupil progress and providing feedback in the remote education good practice guidance
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curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	Feedback provided was always individual to the child.	something independently. Could more use of 'Forms' have been made for low stakes quizzing?		<ul style="list-style-type: none"> assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Effective practice Senior leaders are aware of all the	All guidance from the DfE and EEF regarding Covid19 and remote education has been read and understood; relevant information was used to form the remote education and curriculum plan.	Wider school staff may need some additional	4	The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders

<p>guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Documents, or pertinent points from them, have been shared with teaching staff.</p> <p>A list of online quality resources for all curriculum subjects was provided to teaching staff to use to support remote learning.</p> <p>Staff CPD took place regarding remote education, including training regarding using Microsoft Teams for education.</p> <p>Tasks were modelled to children to try and pre-empt misconceptions, as these couldn't always be addressed directly due to using pre-recorded videos. Misconceptions were also addressed via online feedback.</p> <p>Content delivered was split into small chunks, there was often time to pause the video and complete a learning task before continuing.</p> <p>The daily returning of work was an expectation throughout, ensuring that teachers could adjust planning as needed, if key building blocks were not secure or if there were common misconceptions.</p> <p>Videos can be completed when convenient to parents. They also allowed for videos to be paused and returned to at a later moment in the day if necessary.</p> <p>A 'chat' channel was created to allow peer interaction, along with social and collective worship sessions.</p> <p>Teachers maintained regular contact with those children at home through social sessions, feedback and parents had opportunity to feedback through chat function.</p>	<p>training regarding the use of Teams in the event of a bubble closure so that they can support the children from home; all staff have access to a school device which will enable them to do so.</p> <p>Whilst it was not possible to carry out more live sessions due to staffing needs in a partial lockdown situation, this may be more achievable in a bubble closure.</p>		<p>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>
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	Rewards continued throughout where possible, including children both at home and at school. The usual Friday whole school assembly took place, with those at home invited to join via video link.			
<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</p>	<p>Methods of teaching remained consistent across the school, with modelling and scaffolding in place through the use of videos and feedback. Clear and high expectations were maintained from all teachers, including for vulnerable and SEN children.</p> <p>Staff CPD took place for teaching staff regarding the use of Teams for education, with training videos also readily accessible on the shared teachers Teams area.</p> <p>Staff have contact details where they can gain support for accessing Teams.</p> <p>Any DfE / EEF documents released that had links to effective remote education were either shared in their entirety, or the key messages were shared. All were read by the Head of School.</p>	<p>Wider school staff may need some additional training regarding the use of Teams in the event of a bubble closure so that they can support the children from home; all staff have access to a school device which will enable them to do so.</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 student with dyslexia or visual impairment.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication</p>

to support effective teaching practice remotely.				technology to support pupils with SEND.
<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>	<p>All MAT training / networking events have been attended, with remote education often a topic on the agenda. The MAT have held specific meetings regarding remote education.</p> <p>Staff continued to attend consortium meetings, where remote education as a topic on the agenda.</p> <p>Training from English and Maths hubs have continued to be accessed since the start of Covid restrictions.</p> <p>ECM training has continued to be accessed remotely.</p> <p>Staff have attended training through Warwickshire County Council.</p> <p>The Reception class teacher has accessed training for early adopters of the new EYFS.</p> <p>Curriculum leader networks have continued to be accessed e.g. RE leader events.</p> <p>In Summer 2020, cross school partnership working took place to support the children transferring to Junior School.</p>	<p>Could we have carried out more cross school projects in any way?</p>	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.

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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>Government guidance has been signposted to parents throughout the pandemic.</p> <p>Information regarding supporting children at home has been shared via newsletters and on class Teams pages.</p> <p>It was made clear to parents what the minimum expectations of work needed to be, and how to access and submit work. This was shared in the Autumn term so that any technical difficulties could be addressed prior to needing the system.</p> <p>Where any parents were experiencing difficulty with the volume of work due to home or work commitments, support and guidance was given,</p>	<p>Although we have clear records of children's engagement in tasks in place, and those who submitted responses to the questionnaire report that they felt well equipped to support their child at home, there are still</p>	4	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</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</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>	<p>including a discussion regarding which tasks to prioritise.</p>	<p>some individual children who may not have engaged as often as required, despite the offer of a school place and frequent contact and support.</p>		<p>communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
<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>	<p>Once per week, each class held a social catch up session. The focus of these was to keep a sense of community between the class, sometimes activities such as scavenger hunts, quizzes or other activities were involved.</p> <p>All children were invited to take part in a live Friday assembly, where rewards were presented. All rewards involved children both at home and at school and doubled in their amount to accommodate this. E.g. usually there would be one learner of the week per year group, for the period of partial school closures there was a learner of the week at home and a learner of the week at school.</p> <p>Both live events were well attended.</p> <p>For children who were at home full time, they were given the opportunity to have an individual extended period of time with their class teacher online before returning to school, so that they could share any concerns or anything they were</p>	<p>Other than social session, all lessons were recorded due to staffing requirements. If there is a bubble closure, could further live sessions take place?</p>	<p>4</p>	

	<p>proud of. These children also received a doorstep delivery of a 'Buddy Bear' to their house by a familiar member of teaching staff, children were invited to bring these bears to assemblies and catch up sessions. Children in school were also provided with their own bear.</p> <p>An individual message sent by the Head of School congratulating the children on their achievements to date was well received by many children.</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.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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<p>Ensuring safety</p> <p>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>	<p>The reporting system for safeguarding incidents remained the same for the children in school.</p> <p>Staff were vigilant for any safeguarding incidents in phone calls home (children were spoken to if not in school) and online video sessions.</p> <p>All children who are subject to a children protection plan / are listed as child in need or have an early help plan remained in school full time throughout partial school closures.</p> <p>Safeguarding message is consistent on newsletter.</p> <p>Poster of where to go for help, including safeguarding, is on display on the school noticeboard and has been sent home via email.</p> <p>Any online video session involved more than one adult being present.</p> <p>All meetings with professionals and DSL meetings continued online where they could not take place face to face.</p> <p>Parents were asked to contact Head of School with any safeguarding concerns.</p>	<p>Investigate if a CEOP button can be added to Teams accounts / newsletters in the case of a need to resort to remote education further.</p>	<p>4</p>	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<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</p>	<p>Teachers have a good understanding of how to keep children safe online, and the E Safety and Acceptable Use policies were also renewed during this time.</p> <p>Teachers were aware to consider any background information when recording videos.</p> <p>Internet safety day was taken part in during partial school closures.</p> <p>All staff were able to monitor posts on the Teams channels.</p>	<p>There was an incident where a parent posted an item accidentally on a Teams channel. This was not safeguarding related and was a harmless video, but it was</p>	<p>4</p>	<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>safe whilst they are online.</p>		<p>discovered that the original poster needed to remove the post. If this was to happen with an unsafe or upsetting item posted, it would need staff to disable the channel whilst the post was removed by technicians.</p>		
<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, one to one and via assemblies, particularly for those</p>	<p>The weekly social sessions and phone calls home were used to check for wellbeing in children and parents. More frequent check ins followed for any concerns that were raised, with professionals including social services contacted if appropriate. Individual catch ups took place for those children who were at home full time before they returned to school.</p> <p>The most vulnerable children all attended school full time.</p> <p>Mental health week was taken part in, with daily assembly sessions discussing mental health and a mental health day based on self regulation skills.</p>	<p>As the most vulnerable children attended school full time, individual sessions did not need to be made with these children. However, it is important that this need remains highlighted in case there is a bubble closure.</p>	<p>4</p>	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

that are most vulnerable.				
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>All data protection policies were followed.</p> <p>There was a DPIA in place for Teams before it was set up and used.</p> <p>Staff are aware of how to report data breached if necessary.</p>	<p>Data Breach log to be used if necessary.</p>	5	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>School behaviour expectations continued throughout any live sessions, children responded to these well and immediately responded to any reminders given.</p> <p>During social sessions, reminders needed to be used a little more often as children could be quite excited by seeing their friends!</p>	<p>Should more live sessions be delivered in the case of a bubble closure, set up a behaviour expectations charter to send home.</p>	4	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

Appendices:

Remote education plans, policies and evaluations developed over time:



evaluation of remote education between M.



Remote Learning Policy Sept 2020.pdf



Remote education plan Leamington Hast

Parental questionnaires:



Home Learning parents survey results



Parental feedback remote education Mai

Attendance at school during partial school closures:

Attendance partial school closure Spring / Summer 2020				
Children who attended school at any point:	Nursery	Reception	Year 1	Year 2
Attended full time	0 %	0 %	0 %	0 %
Attended part time	1 / 13 8%	3 / 12 25%	0 / 13 0%	3 / 12 25%
Percentage of children in attendance as a whole school:	7 / 50 14 %			

Attendance partial school closure Spring 2021				
Children who attended school at any point:	Nursery (remained open throughout)	Reception	Year 1	Year 2
Attended full time	3 / 10 30%	7 / 14 50%	3 / 12 25%	1 / 14 7%
Attended part time	4 / 10 40 %	3 / 14 21%	5 / 12 42%	8 / 14 57%

Total percentage of year group attending school	7 / 10 70 %	10 / 14 71%	8 / 12 67%	9 / 14 64%
Percentage of children in attendance as a whole school:	34 / 50 68 %			

Engagement in remote learning, Spring 2021:

	Nursery	Reception	Year 1	Year 2	Total as a school
Children who were due to engage in home learning at some point during the week:	7	7	9	13	36 72%
Engaged in at least 90% of home learning activities:	3 / 7 43%	5 / 7 71%	4 / 9 44%	10 / 13 77 %	22 / 36 61 %
Engaged in between 75 and 90% of home learning activities:	2 / 7 29%	2 / 7 29%	2 / 9 22%	1 / 13 8 %	7 / 36 19 %
Engaged in between 50% and 75% of home learning activities:	1 / 7 14%		2 / 9 22%	1 / 13 8 %	4 / 36 11 %
Engaged in less than 50% of home learning activities:	1 / 7 14 %		1 / 9 11%	1 / 13 8 %	3 / 36 8 %

Actions taken to encourage increase in remote learning:

- regular individual phone calls home from Head of School and check ins on a regular basis
- offer of paper packs
- offer of school place where this was due to family circumstances
- where families were struggling and they did not want to send their children into school, conversations regarding which learning to prioritise
- rewards given when children did complete tasks