

## School Improvement IT audit for September opening

Plans are required to be in place by the end of September, so it is important that the trust is aware of any additional expenditure on digital platforms, hardware, training and other resources. Also, that best practice can be shared and support offered where needed.

Key questions	Response	
How did you deliver remote learning from March to July?	<p>Each class teacher sent an email to their class parents daily. Emails included daily tasks along the same sort of routine as school, tips for parents, some videos of teachers 'teaching' short clips e.g. modelling handwriting / writing / a maths calculation or links to identified video clips such as BBC Bitesize. Teachers didn't find that Oak fitted in with their plans.</p> <p>Suzanne and a TA (both working from home) delivered some individual lessons online for those with an EHCP who were not in school due to parental choice, or those who had been identified as needing some extra support.</p> <p>Prior to lockdown, we sent home a folder for each child that contained a school pencil, pencil sharpener and exercise book. Some resources were also included e.g. 20 counters, printed numicon tiles, a number line and some general worksheets that parents could access as an additional task if they wanted such as reading comprehension, maths tasks and phonics games. Teachers tried to keep worksheets to a minimum and any that were used could be easily copied into the exercise book, or could be viewed on screen and completed without the need for printing.</p> <p>Parents were canvassed mid March to check if they could access information online, only one family stated they needed support with this, an iPad was loaned to them for the lockdown period.</p>	
Who is responsible in your school for remote learning?	Suzanne for overview, class teachers for sending it out to their classes	
Was it effective? Evidence?	<p>Yes but we have identified some improvements that need to be made e.g. more returning of work from children for teachers to mark. We're looking at an online platform instead of emails – if you want to attach videos it can mean sending a couple of emails rather than just one.</p> <p>Lots of positive comments from parents to both Suzanne and class teachers. A parent's questionnaire wasn't filled in by lots of parents, but those that did fill it in were very positive.</p>	
What has to happen to make it more effective and meet the requirements below?	As above regarding an online system and returning work for online marking.	
<b>In developing these contingency plans, we expect schools to:</b>		
<b>Guidance</b>	<b>Current provision</b>	<b>Next steps</b>
use a curriculum sequence that allows access to high-quality online and offline	This is generally in place, curriculum sequences were used, particularly for English	Explore Oak / BBC Bitesize further to see what could be used, especially if it was one or

resources and teaching videos, and that is linked to the school's curriculum expectations	and maths. Videos were used more in KS1 than in EYFS. Resources sent home were well used. Most provision is online.	two children off ill and not the whole class. Video use in EYFS. Consider the use of offline resources that can be used.
give access to high quality remote education resources	BBC Bitesize. Own videos.	Consider use of Oak. More use of teacher made videos in the case of a local / national lockdown
select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use	The same tool was used across the school but this needs to be changed	Currently considering Jigsaw or Microsoft Teams but also need to consider budget. Staff training needs to take place (training videos for Teams can be accessed through Warwickshire). Both systems would allow interaction, assessment and feedback.
provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	Printed information was provided as part of additional tasks and sometimes was referred to as part of lessons, but these were generally to compliment the daily emails that were sent home. No families in school are known to not have any online access but new parents need to be canvassed. Exercise books were provided for all.	Canvass new parents to see if any families in school would not be able to access the internet. Provide a system where physical resources could be collected from school if necessary.
recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.	Those with complex SEND needed individual lessons, which were provided online three times per week by those staff working from home. On the other days, parents were given games and activities they could use with the children such as phonics games. Parents were also supported to help to meet the children's needs e.g. one parent was guided to use the same 'script' that we use with their child at school and was given some in print symbols and a now and next board to use.	Consider how online sessions might work for the very youngest children.

## When teaching pupils remotely, we expect schools to:

Guidance	Current provision	Next steps
set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	This was in place, lessons provided were in a range of subjects with work provided.	Marking of work by staff.
each a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	A 'list' of skills that were important for children to have mastered were drawn up as a school so that these were practised as part of the tasks. The curriculum had a sequence of skills and knowledge although this could be tightened up a bit in subjects beyond English and Maths over lockdown.	Same sequence of skills and knowledge used as those in school.
provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos	This took place for some lessons, but not all subjects. Those videos of teachers that were used were very well received by parents and children. BBC Bitesize was used.	Make more use of staff videos and Oak.
gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work	Some tasks were returned for marking, but this was optional for parents. This is the area we most need to improve on. Parents were asked to return certain pieces of work for teachers to check, but this could be more frequent.	This is an areas that needs to be worked on – more 'marking' of tasks needs to take place. Expectations need to be discussed as a staff.
enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	Teachers asked for parents to respond to them daily if they chose to, so that they could alter the difficulty or pace of learning if necessary. See above.	With a greater degree of checking work, this area will be improved on.
plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	Reception and Nursery had information sent home that would take approximately the same amount of time per day that would be spent on guided tasks. Other activity suggestions were made that they children might enjoy e.g.	Consider what daily contact with teachers might look like.

	<p>a game or activity that could be set up in the home.</p> <p>KS1 had tasks provided that would take approximately 4 hours to complete daily, which parents reported they felt was the right amount of time.</p>	
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