Kates Hill

Remote Learning Review

January 2021

Scoring

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

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.

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	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Remote education plan There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. 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.	Action Plan in place for remote education 24.9.20 (regularly updated) Implementation is led by the Deputy Headteacher who has responsibility for the quality and delivery of remote learning. Training has been given to all staff on **14.10.20** and **4.11.20** on remote learning platform (TEAMS) and expectations set. Long Term and Medium Term Curriculum planning is being followed for all subjects. Remote Learning meets government expectations of 3-5 hours per day depending on age.	Continuing work to try and capture all pupils remotely. Currently 90% Continuous review of learning platform, best practice and sharing challenges and support. Guidance is being regularly reviewed in order to support staff, pupil and parental well-being, workload and behaviour management. Action Plan is uploaded onto website	4	To help develop your remote education plan: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education. GOV.UK has brought together school-led webinars to share best practice in setting up remote education. For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.

	Vulnerable pupils and SEN have been targeted through weekly phone calls. SEN learning packs have been disseminated and SEN pupils have been targeted with laptop provision Inclusion class learning designed to support those with more complex behavioural/ SEN needs. Differentiated work packs created for each Year Group.			Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Staff are updated on a weekly basis with new guidance, changes, reviews and shared best practice. (This has been the case for all bubble closures as well as national lockdowns). Governors are aware of the whole school approach and updated on schools progress by HT.	Not all parents/ carers are receiving updates due to not having ParetntHub app or access to email. Parents/carers not on ParentHub are being targeted through phone calls, email and information packs.	4	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. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.

	Remote Learning Guidance and expectations sent to parents/carers 24.9.20			The Education Endowment Foundation has provided a [guide for schools](#) on how to communicate with parents during coronavirus (COVID-19).
	Updates sent out regularly via ParentHub app in line with new government guidance			
	Daily contact online with parents via ParentHub app from teachers.			
	Weekly update on timetable changes.			
	Most pupils not accessing online learning have been targeted through phone calls, emails, via the school website, Facebook page and ParentHub App.			
Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • understanding the impact on staff workload and how to mitigate against it	Weekly remote learning analysis to identify weekly needs of pupils and support staff with planning appropriately. Staff rota for in school and home managed on a two weekly basis to accommodate	Update risk assessment according to recent online behaviour and supporting staff with new weekly show and tell. Share up to date staffing rota for in school to support staff at home		GOV.UK provides the following guidance: • [recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](#)

• 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	Vulnerable and Key worker pupils in school. Attendance record kept up to date regarding pupils in school and working from home and those with the virus. Online support for staff as safeguarding and support measure Remote Learning Risk Assessment (RLRA) follows government guidance, good practice when online, managing safety online and screen time. Each year group assigned adequate staff to support and maintain online learning as well as give staff a manageable workload and screen time. Schools remote learning risk assessment guards against all of the above		4	• actions for schools during the coronavirus outbreak • remote education good practice

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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Home environment 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. The school supports pupils on how to self-regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	Parent Questionnaire conducted to understand parents and pupil's needs and home learning environment Sept 2020. Headline data: • 87% parents feel that they are able to help their children with home learning. • 98% have a mobile device, laptop or tablet • 80% of parents would prefer between 2-3 hours of learning per day • 75% would prefer a morning timetable between 9am-1pm • 61% would prefer a work booklet as a resource • 75% would like the class teacher to lead the learning online • 100% of parents would like revision aids for their children to practice and catch up	Laptop provision for KS1 is required once then next round of funded laptops are available. Remote Learning Guidance sent out to parents and added to website	4	The EdTech Demonstrator Programme's <u>remote education roadmap</u> supports schools to adapt their remote education provision depending on a pupil's home environment. Where pupils might lack digital access to support the school's remote education provision, schools should refer to the <u>get help with technology during coronavirus (COVID-19)</u> guidance for support on providing pupils with <u>laptops, tablets</u> and <u>internet</u>. The Education Endowment Foundation provides a <u>metacognition and self-regulation toolkit</u> on how schools can support pupils to plan,

	Revision guides ordered and disseminated in Sept to support remote learning Teams remote Learning guidance for parents sent out to all parents/carers in Sept/Oct 2020. All pupils trained on remote learning platform, how to login, participate in a TEAMS meeting and view and edit an assignment. Nove/Dec 2020 Laptop allocations have been prioritised for vulnerable and SEN pupils. This has been for KS2 mainly. Teachers understand the need to fill gaps and continue to teach basic skills in SPaG, arithmetic, phonics and number and letter formation. When online learning is not possible, differentiated remote learning packs have been arranged.	Contact 10% of parents/pupils not engaging with remote learning		monitor, and evaluate specific aspects of their learning.

| | Weekly timetable shares online learning to be fulfilled as well as web based lessons that are linked to year group expectations if the lessons cannot be accessed live.

Teachers communicate with parents on a daily basis to share expectations for learning, resources that will be required and how to submit work through a variety of channels. | | | |
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| **Laptops, tablets and internet access**

Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are | **90%** of pupils are accessing remote learning either online or through home learning packs.
(see remote learning analysis doc 22.1.21)

72% of pupils from R-Y6 are digitally active
11%of pupils from N-Y6 are in school accessing the same teaching
15% of pupils have received home learning packs
10% of pupils are not accessing remote learning. These pupils are being called | All pupils have been tracked regarding home learning needs.

Continue to track, monitor and support 10% of pupils not online and not accessing home learning packs. | 4 | 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.

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. |

considered vulnerable and are expected to come into school.	and monitored by class teachers and SLT Laptop provision has been allocated to vulnerable pupils in Years 3-6 initially. (see laptop distribution sheet) So far, over 40 laptops have been distributed. All assignments/PowerPoints and Learning packs are	Apply for the next round of laptop provision and distribute to 10% initially.		
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	SEN and vulnerable pupils are on a weekly calls list in order to monitor needs at home and offer further provision where necessary. Pupils have been given bespoke home learning packs when unable to access the year group learning. Inclusion Teams meetings are running every morning to support pupils with their home learning packs and guide them into online learning programmes.	More online support and guidance for parents via remote education template as a summary of expectations. Further analysis of remote learning provision for SEN and disadvantaged pupils.	4	The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND. The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.

| the right hardware and software to support their needs. | SEN and disadvantaged pupils were targeted for laptop provision to support access to differentiated learning.

Some SEN pupils are accessing provision in school and accessing learning to support their individual needs.

Teachers and support staff are staying online at the end of lessons to go over learning and re-teach any aspects that have been misunderstood | | | Oak National Academy provides resources for teachers to support children with additional needs. |
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| **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. | Weekly monitoring of engagement by DHT via Teams insights, pupil packs being sent out and pupils in school

Class teachers/support staff taking registers and feeding back to SLT when concerns arrise

Vulnerable pupils (SEN, LAC, disadvantaged being called on a weekly basis | Continue to try contacting 10% of pupils not engaging with online learning. | 4 | Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.

EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress. |

	Teachers and pupils use year group emails to correspond Teachers using ParentHub app to share learning for those not able to access live learning and share expectations for the weekly timetable and check in each day.			
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.	All pupils in Y1-6 and inclusion have been trained on Teams in Novemebr/Dec: • How to login to school account • Accessing emails • Downloading and completing assignments • Accessing online activities e.g. Education City/ Bug Club		5	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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum: - 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	The school timetable supports adequate remote learning provision for different ages: (see Remote Learning Timetable) **Reception/KS1: 3 hours** 9:30 Phonics 11:00 Maths Daily PE/Practical play based learning 1:30 Story time and extra writing provision **KS2: 4 hours** 9:30 Guided Reading 10:00 English 11:20 Maths 1:00 Arithemtic 1:30 Topic 2:30 PE/ Practical activity All Long Term and Medium Term planning for English, Maths and Curriculum is being followed by each year group.	Curriculum Lead to ensure that full coverage of subjects are being provided. New Medium term curriculum planning to be developed for AP3 Are gaps in prior learning being taught?	4	Remote education expectations are highlighted in actions for schools during the coronavirus outbreak. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

Curriculum planning	All Long Term and Medium Term planning for English, Maths and Curriculum is being followed by each year group remotely as it would be if the pupils were at school.	Home- Learning packs do not reflect the curriculum. Re-visit expectations	4	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.
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.	Resources have been adapted to suite an online curriculum.	These have be created for parents to be able to support pupil learning at home without direct teaching.		The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.
	Phonics is being taught in Years R- Y3 in line with the needs of the pupils	Monitor home-learning packs to ensure they reflect- where possible- the year group expectations and curriculum.		
	White Rose Curriculum is being fully implemented using LTP's and online resources.			
	Revision guides have been distributed to all pupils in Y1-Y6 to support year group expectations and give parental guidance.			
Curriculum delivery	The school is using **Microsoft Teams** to implement it remote curriculum.			GOV.UK provides:
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.	Pupils access all lessons live directly from their class teacher or year group teacher Assignments are either practical – during the lesson or set via the assignments page where pupils can download work to complete and hand in Education City is set up for each pupil to access online games and exercises to match their learning. Each child has their own individual email in order to contact the year group teachers directly to hand in work or ask questions. Where pupils can't access live lessons, learning is posted on ParentHub to download or sent via email to the pupil/parent		5	• guidance on [accessing and buying resources for remote education](#) • resources on remote education [good practice](#) • guidance on [how to access and set up online digital platforms](#)to support delivery • [Oak National Academy](#) provides resources and guidance on how to map resources to a school's existing curriculum. [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.
Assessment and feedback The school has a plan in place to gauge how well all pupils are progressing through the	Feedback is given live during the lesson or individually through the assignments page when a child has submitted their work.			GOV.UK provides guidance on: • assessing pupil progress and providing feedback in

| curriculum using questions and other suitable tasks.

The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. | In reception and KS1 a lot of the work is shared live.

A range of AfL strategies are used throughout the lesson to gauge understanding, gaps and take the learning further.

Pupils can also hand their work in via email and get a direct response form their teacher.

Once per week the pupils get the opportunity to share their learning, thoughts feelings and the teacher provides feedback and support on their learning overall that week. Similar to a year group assembly. | | 5 | the remote education good practice guidance
• assessments and exams

The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback. |

Capacity and capability				
Schools support staff to deliver high-quality remote education.				
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 guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.	Remote teaching has been set up in accordance with https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice guidance. All staff have been trained in Microsoft Teams **14.10.20 and 4.11.20** Teams guidance has been sent to all staff in order to set up live lessons safely and effectively and rules and expectations for online learning have been given All have had time in the autumn term to practice in class- delivering lessons, setting up meetings and uploading and marking assignments.	Review Remote Learning Action Plan in line with any new changes made	4	The Education Endowment Foundation provides a support guide for schools designed to help teachers and 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 and resources, including for children with SEND.

	Ongoing support is being provided by JM and KJ as and when needed.			
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.	All teaching staff have own school laptops Through RM Unify, all educational platforms can be accessed remotely by the teacher and teaching support staff. Staff also have IPads to support in their delivery of online lessons and remote learning. Weekly updates are sent out for staff and any new ideas, best practice, fixes are being shared and modelled to all staff in weekly meetings.	Complete a review of SEND pupils accessing remote learning and how well they are being supported. Continue to update staff with best practice guidance, hints and tips on how to make remote learning as efficient as possible.	4	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. 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. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.

| **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. | The School is already in partnership with **Maths hubs** and **English Hubs** sharing best practice and ongoing online training.

They are also keeping track of ongoing assessment and advising us further on remote learning. | Look at: https://edtech-demonstrator.lgfl.net/guidance/special-educational-needs in order to support SEN pupils with online needs. Liaise with SENDCO | | There are several school-to-school support networks which you can make use of, including:

• 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				
Approach	**Strengths**	**Gaps**	**Score (1 to 5)**	**Potential actions and resources if score is 1 or 2**
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. 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).	Parents are contacted on a daily basis from the pupil's class teacher via ParentHub National and whole school guidance is sent to all parents via ParentHub. Guidance on how to access remote learning has been send out to pupils via email and ParentHub At the beginning of each week, pupils are sent their weekly timetable of learning stating clear expectations for the week and how to participate. Guidance is also set in each live lesson and support is given in the pupils assignments	More obvious guidance need to be displayed on the website: • Expectations • What to do • Remote Support • Who/ how to contact	4	Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

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.	Pupils accessing live lessons have the opportunity to share learning in an end of the week 'Show and Tell'/ Sharing project work' on a Friday afternoon. Community events e.g. West Midlands Connecting Stories project in the Black Country Continuing collaboration with Dudley Library Services for texts.			

Safeguarding and wellbeing

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.	Remote Learning Risk Assessment gives clear safeguarding protocols in place to ensure pupil and staff safety. (see Remote Learning Risk Assessment) The RLRA clearly states how to communicate any reporting routes in relation to remote education	Remote Learning Risk Assessment to be displayed on website	4	GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19). Schools should also refer to statutory guidance for schools and colleges on safeguarding children.
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.	The RLRA gives firm guidance on how to stay safe whilst online and all of the measures in which to protect themselves, including: Cameras Microphones Online monitoring Setting expectations with pupils	Ongoing review and update of RLRA	4	GOV.UK provides guidance on: • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools

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.	DSL sends regular guidance on how support staff and pupils with well-being and mental health Training provided in weekly meetings Weekly catch ups with pupils with cameras support pupil well-being and enables children to see their friends. Vulnerable pupils are phoned on a weekly basis for a discussion with a DSL or SENDCO accordingly.		5	GOV.UK provides advice on supporting pupil wellbeing during remote education.
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	All files are sent through ha secure email system Data is accessed remotely through a secure management system Lesson plans and files are stored on Teams remote learning platform		**5**	GOV.UK provides guidance to support schools: • with data protection activity, including compliance with GDPR • to be cyber secure

| **Behaviour and attitude**

There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | Behaviour expectations have been set for all year groups. Regular updates are sent and any behaviour issues reported directly to SLT

Rules are clearly set at the beginning of each lesson (set out in RLRA) and teachers monitor and enforce these rigorously. | Guidance made clear to pupils and parents on the school website | 4 | GOV.UK provides guidance on [behaviour expectations](#) in schools. |

Action Points:

Action	Date by and who?	Achieved?
• Parent Guidance/Expectations of remote learning, Up to date Action Plan and Remote Learning RA need to be displayed on the website	25.1.21- JM	
• Continue to try and communicate with the 10% still not accessing any learning	29.1.21- SLT and class teachers	
• Update Remote Learning Risk Assessment (RLRA) with a few recent changes- I'll do this today and send to you and Margaret	26.1.21- JM & MH	
• Apply for the next round of laptops provision	When available- KH	
• Further analysis of SEN provision. Concerns that many of our SEN pupils have differentiated home learning packs which they may not be getting support with at home and may not be accessing any live lessons or interactions with teachers and other pupils. Collaborate with SENDCO	29. 1.21 – JM & KL	
• Ensure that all pupils in Y3-6 are accessing Bug Club	29.1.21- JM & MD	
• Review of home learning packs- ensuring that where possible, they reflect the current curriculum expectations. Set out further expectations to teachers.	27.1.21 JM, LW, DC	