



Remote Learning Self Review



AIMS

This framework aims to help School Leaders and Governors in England to:

- Identify the strengths and areas for improvement in their school remote education provision.
- Find resources (including training), guidance and networks to help them improve their provision.

Approach	Strengths and Gaps	Resources
<p>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.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as closely as possible to the in-school curriculum.</p>	<p>There is a Continuity of Learning Policy on the school website. Remote education isn't just digital learning. Paper packs, exercise books and any practical resources are delivered/collected for all children.</p> <p>All classes provide a more detailed daily timetable during their zoom meetings.</p> <p>All children in school are taught the same curriculum as the children at home.</p> <p>SEND pupils are given differentiated work if they cannot access the work the rest of the class are doing.</p> <p>Vulnerable children are encouraged to be in school every day. but those that are not will access the remote learning, with additional virtual support where required.</p>	<ul style="list-style-type: none"> • Seesaw • Loom • Oak Academy • White Rose Maths • Times Tables Rockstars • Spag.com • Accelerated Reader
<p>Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>All governors, staff, parents and carers are aware of our approach and arrangements for remote learning.</p> <p>Governors have approved the Continuity of Learning Policy.</p> <p>Parents and children are used to using Seesaw and the online platforms for English and Maths as they were introduced in September for homework.</p> <p>Parents have received guidance for Seesaw and Zoom. The school will support with any technical assistance, as far as is practicable.</p> <p>Newsletters to parents will enhance communication. Governors and staff also receive copies.</p> <p>Each class now has its own email address so parents can contact class teachers when needed.</p> <p>Regular class and notices updates on the school Facebook page.</p>	<ul style="list-style-type: none"> • Documents on the school website and highlighted in newsletters and weekly letters. • Regular phone calls by staff to parents. requiring support. • Use of emails to communicate with parents. • Letters and staff briefings sent regularly.

<p>Monitoring and Evaluation The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management • information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts. 	<p>The school has systems in place to monitor the impact of remote education for children and parents, including telephone and email feedback, Seesaw posts and in the future Google Forms surveys. (Governors)</p> <p>Learning Support Assistant at Newbold are regularly required to cover the teacher with the small groups in class bubbles while the teacher in leading the Zoom meetings.</p> <p>Learning Support Assistants cover classes at Tredington when required.</p> <p>Staff working in school have additional PPA cover to allow them to records Loom videos and posts resources.</p> <p>Regular Leadership and SLT conversations regarding staff workload. Staff meetings restricted to essential work.</p> <p>Office staff are made aware of any staff changes needed.</p> <p>Office staff make the Leadership Team aware of absence concerns.</p>	<ul style="list-style-type: none"> • Google Forms Surveys • Seesaw • Positive feedback shared with staff • Negative feedback evaluated by Leadership Team.
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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:

- weaknesses to improve their learning
- how to learn from home
- how to manage their time during periods of isolation

Newbold and Tredington C of E Primary has adapted remote education provision based on research from Ofsted and the EEF Teachers will only be supporting the children in their usual class bubble, so they know strengths, weaknesses and learning habits really well.

Pupils who might lack digital access to support the remote education provision are supported by school by providing them with an iPad.

The head has made links with all families that were identified by staff in September when Seesaw was first introduced.

Digital learning is complemented by non screen activities during the week.

Weekly and daily timetables are used to support families to manage their time effectively, including where a screen isn't necessary, e.g. reading, physical exercise.

- Access to Technology Survey analysis made by class teachers in September
- iPads from DfE,
- Mobile data to be supplied to families
- Continuation of Wellbeing Wednesday through remote learning
- Introduction of a second zoom meeting a day that the children can access (pm) Aim of the session is more social and an opportunity to see all the other children in the class.
- Morning zoom meeting are in small groups and work focussed.
- Regular phone calls and Google Meets in order to support children understand their strengths and weaknesses in order to improve learning
- Younger children and those identified as needing additional support with reading get a weekly delivery of reading books to their home.

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 considered vulnerable and are expected to come into school.

All children have been delivered work packs that include exercise books, pencil cases with resources needed, spelling workbooks and with the younger children, reading books, for remote learning.

- Our approach means that a mobile phone and tablet can be used to watch teacher video tutorials and access Seesaw.
- Pupil homework is regularly set online, which is accessible on a phone and tablet.
- Signed up to Vodafone 10x 30gb SIM cards scheme in Autumn 2.
- Promoted and submitted requests from parents for extra data from their mobile phone provider.

Access To Technology survey analysis and meetings to prioritise devices based on access, disadvantage, number of children in the household etc.

DfE iPads

School user agreement

Daily phone calls when children are not attending

Zoom meetings

Phone calls from class teacher and head if lack of engagement is concerning
Vodafone SIM cards for parents requiring extra data.

<p>Supporting children with additional needs Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</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>Children with PLPs will receive differentiated work if they are unable to access the work that has been set for the rest of the class.</p> <p>Children who are vulnerable are encouraged to be in school full time.</p> <p>The class teacher keep in regular contact with children and inform the SENDCo of any issues that arise.</p>	<ul style="list-style-type: none"> • Oak National Academy provides resources for teachers to support children with additional needs Staff communicating with parents Teachers to maintain contact via Seesaw, telephone or Zoom Meet each week.
<p>Monitoring engagement The school has systems for checking whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>Teachers check daily whether pupils are engaging with their work and inform parents/carers and school leaders immediately where engagement is a concern.</p> <p>Teachers provide feedback to the children either on Seesaw, whole class feedback via video or live on Zoom meetings.</p>	<ul style="list-style-type: none"> • Seesaw Zoom • Loom

<p>Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day 	<p>All children in school and at home will receive their appropriate length of lessons and a range of subjects.</p> <p>Parents are aware of government expectations as to how many hours of learning should be provided each day through letters.</p> <p>Staff are aware of government minimum expectations for remote learning via email updates.</p>	<ul style="list-style-type: none"> • Daily timetables delivered in the morning zoom meetings • Regular letters to parents with new developments. • Monthly newsletter
<p>Curriculum Planning 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 dissimilar but adapted or one that is completely different.</p>	<p>School has a clear, well sequenced curriculum, which will be taught to children in class and those working remotely.</p> <p>Staff are permitted to swap topics around if one is more conducive to remote learning than another.</p> <p>Live and prerecorded assemblies take place via RE/CW lead and local clergy.</p>	<p>Loom Zoom Newbold and Tredington Curriculum maps White Rose Maths Teaching, Learning and Curriculum Policy Oak Academy Peer to Peer assessment system</p>

<p>Curriculum delivery The school has a system in place to support remote education, 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 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>School has effective systems in place to support remote learning, and are based on applications used regularly for homework.</p> <p>Our remote learning includes recorded lessons, direct teaching time from teachers and other educational providers, online independent home learning platforms and time for children to complete the tasks.</p>	<ul style="list-style-type: none"> • Loom • White Rose Maths • Seesaw • Times Tables Rockstars • Spag.com • Oxford reading Owl • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum
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<p>Assessment and Feedback The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least daily, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Teachers provide feedback, at least weekly using Seesaw voice recordings, written comments or whole class video feedback on Loom.</p> <p>Zoom meetings are used to regularly gauge how well groups of children are progressing.</p> <p>Individual support is provided using Seesaw, Loom videos and using the class email address.</p> <p>Online platforms give immediate feedback for correct and incorrect responses.</p> <p>Data from online platforms give further indications to progress and misconceptions.</p> <p>Regular awards for Ready, Set, Read and TT Rocks Stars continue to be presented virtually.</p>	<ul style="list-style-type: none"> • Written, audio and video feedback on Seesaw. • Telephone conversations where work is not completed or at an adequate standard • Times Tables Rockstars scores • Spag.com scores • Oxford Owl and delivery of reading books • Participation in Ready, Set Read each week.
<p>Effective Practice Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Teaching staff are aware of resources available to support remote learning.</p> <p>Staff have received evidence-based information about remote learning:</p> <ul style="list-style-type: none"> • Ofsted review of remote learning evidence (January 2021) • EEF Rapid Evidence Review (April 2020) 	<ul style="list-style-type: none"> • Teaching, Learning and Curriculum Policy • Ofsted research on remote learning • EEF research on remote learning • GOV.UK provides a good practice guide to support schools in their delivery of remote education.

<p>Staff Capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</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 interactive to ensure staff continue to support effective teaching practice remotely.</p>	<p>Staff have access to the digital resources and tools that we need to teach and support pupils remotely, many of which have been used for many years and they are therefore both confident and competent.</p> <p>Staff have had recent training on the use of Seesaw and Scarf.</p> <p>There is a culture of collaboration, so staff are able to ask each other for help when required.</p>	<ul style="list-style-type: none"> • Confidence Apple users Loom Seesaw Times Tables Rockstars Spag.com White Rose Maths
<p>Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps.</p>	<p>Newbold and Tredington worked with other schools in the Consortium to initiate and develop the remote learning during the first lockdown</p> <p>SW has written GDPR documents, Data Protection Impact Assessments (DPIA) for Loom, Seesaw and Zoom to share with the Consortium.</p>	

<p>Realistic expectations of pupils, parents and carers Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit work).</p>	<p>Parents and carers have clear guidance on how to support pupils at home. Those that struggle are able to contact school.</p> <p>Information regarding remote learning can be found on the school website in the Continuity of Learning Policy</p> <p>Children understand how they can participate in remote learning from the daily timetables.</p>	<ul style="list-style-type: none"> • Calls home • School website and Facebook page • Weekly letters to parents
<p>School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>Children are invited to daily Zoom meetings with their peers, teacher and teaching assistant.</p> <p>There are regular virtual assemblies.</p>	<ul style="list-style-type: none"> • Zoom meeting • Virtual Assemblies • Afternoon daily Zoom meeting for social and wellbeing activities.
<p>Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>Parents and carers are able to raise any safeguarding concerns at any time.</p> <p>School has clear safeguarding protocols in place to ensure pupils are safe.</p> <p>School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.</p>	<ul style="list-style-type: none"> • Daily phone calls and emails • Effective communication with staff in school • DSL Termly meetings • Child Protection and Safeguarding Policy • Staff Behaviour Policy (Code of Conduct)

<p>Online Safety If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Online safety is taught and promoted in school. Safer Internet Day 9th February 2021</p> <p>Children are set online safety activities as part of their timetable.</p> <p>Any concerns and queries are directed to the Headteacher.</p> <p>Our Online Safety Policy, Pupil Acceptable Use Agreement and Staff Behaviour Policy continue to apply as always.</p>	<ul style="list-style-type: none"> • Online Safety Policy • Online Safety lessons • Pupil Acceptable Use Agreement • Staff Behaviour Policy (Code of Conduct)
<p>Wellbeing Leaders, teachers and pupils are aware of how to spot potential well being or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one particularly for those that are most vulnerable.</p>	<p>Staff are aware of potential wellbeing problems. They are aware to DSLs or SENDCo know if there are concerns around wellbeing and mental health.</p>	<ul style="list-style-type: none"> • SENCo • DSLs
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulations (GDPR)</p>	<p>The school has all the relevant GDPR policies and procedures in place.</p> <p>Data Protection Impact Assessments have been completed on new software used for remote learning.</p>	<ul style="list-style-type: none"> • Data Protection Officer Service • Data Protection Policy • Privacy Notices • DPIA
<p>Behaviours and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>The school's Behaviour and Discipline Policy applies. The same rules apply when we teach the children in school. Staff to make parents aware about any inappropriate behaviour.</p>	<ul style="list-style-type: none"> • Behaviour and Discipline Policy