

Remote Education Provision



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School Context

The school's remote learning policy was initially devised in September 2020 as schools reopened nationally. It has been adapted and revised in line with government guidance and Trust-wide developments. It clearly states that students should have access to their normal timetable if either required to isolate or in the event of a school closure.

The school uses Google Classroom as its remote learning platform. It has used Google Classroom for a number of years and staff are well trained in its use. At the beginning of each school year, students are shown how to log on, access apps and how to submit work. This has resulted in a higher level of engagement than the school saw in Spring/Summer 2020.

The expectations of remote learning are more clear than during the first period of lockdown and every lesson is now delivered with a live element, which is a key difference.

Parents have reported that they feel the learning experience during this period of school closure is much improved on the first one (70% of respondents).

The school's support systems are well-formed and have been reviewed and enhanced since the first period of lockdown. All students have regular welfare checks, with those who are more vulnerable receiving these more frequently.

Attendance and engagement have improved significantly since Summer 2020 but this is still the biggest area for improvement. The school has managed to improve the number of students who can access remote learning but there is still a significant number of families without either an appropriate device or good access to the internet.

Ofsted Area	Grade
Overall Effectiveness	3
Quality of Education	3
Behaviour and Attitudes	4
Personal Development	3
Leadership and Management	3
Quality of Early Years Education	n/a

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.

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.

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

School scores leadership as 4 because...

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.

Strengths

Link to Policy - <https://drive.google.com/file/d/1BcR9A-ZZTFEzfwDXZnr9FXY67YsjAUnj/view?usp=sharing>

A Remote Learning Plan was created and shared with all stakeholders in September 2020. The plan clearly identifies the expectations of staff, students and parents and carers and also communicates the curriculum content that is being delivered in each subject area and how assessment is to be conducted. There is an expectation that all lessons are delivered 'live' using 'Google Classroom and students follow their normal timetable. Work is set with a clear date and time by which it should be handed in.

The schemes of work used in remote education are almost identical to those which would be used in school. There have been some adaptations by curriculum areas to account for things such as lack of resources, specialist equipment etc. The policy is clear that where the students usual curriculum can be taught, that it should be.

An adapted safeguarding policy was created to account for remote learning. https://drive.google.com/file/d/1ZQbC-o51meG5zfeXd-s_lbodnGP9s6-/view?usp=sharing

Students with identified SEND have interventions to supplement and support the curriculum that is being delivered remotely. In addition, Teaching Assistants have access to Google Classrooms to support during live lessons. Teaching Assistants are added to Classrooms so that they can see and adapt resources in advance of the lesson being taught. All students that are on the SEND register have a SEND Teaching & Learning Profile that outlines barriers to learning and suggested wave 1 interventions; these are used to support remote lessons.

Identified students with SEND are accessing alternative provision in line with their normal provision such as those who have been having 1:1 interventions. These sessions are continuing remotely. We are utilising additional opportunities for staffing, such as ITT students in Maths to provide intervention for both the students who are currently in school and remotely, for identified students.

The school has employed an academic mentor in English as part of the National Tuition Programme. Students have been identified by the Faculty Leader and interventions are being delivered both remotely and in school.

The school has identified a Senior Leader who is responsible for the organisation and monitoring of remote education. Training on the most effective methods of delivering remote learning is regular and communicated by a twice weekly email.

Areas for Development / Next Steps

	<ul style="list-style-type: none"> ● Implement quality assurance processes to monitor and evaluate impact of Teaching Assistants and interventions delivered. ● Consolidate the training currently being delivered by bringing it together in a more coherent package.
<p>Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Strengths The school's remote learning plan has been shared regularly since September 2020 with parents, students and other key stakeholders. Regular updates via social media and email ensures that changes to policy, user guides and other key information can be effectively communicated.</p> <p>Governors' meetings have continued half termly via Google Meet and governors have been kept up to date with changes to policy and practice.</p> <p>A fortnightly newsletter was launched in January 2020 which allows the school to keep stakeholders updated with key changes. It has enabled the school community to retain a sense of 'normality' by sharing good news, updates and policy changes in the way we normally would. https://drive.google.com/file/d/12PKQIS-Of0H4BOt-YBmdltcTIQ222rrl/view?usp=sharing</p> <p>As part of our home/school communication routine we ensure that all students are contacted each fortnight and that vulnerable students are contacted weekly. This communication is tracked through a Google sheet, which is shared across the pastoral and safeguarding teams. Students with social workers who are not in school are contacted daily to ensure they are safe, well and engaging with their education.</p> <p>Weekly staff briefings take place to ensure that staff are kept up to date and that we share key information and opportunities for training.</p> <p>A recent parent/carer survey has revealed very positive attitudes to the school's remote learning provision, especially when compared to a similar survey in Summer 2020. Headlines include:</p> <ul style="list-style-type: none"> ● 83.5% of respondents confirmed that their child was receiving regular work whilst in lockdown, compared to 64% in the summer. ● 46.1% saying that their child is completing more than 4 hours work per day, compared to 13.1% in the summer. ● 87% said they believed the work being set was of good quality, compared with 70.5% in the summer. ● 69.6% of respondents said they believed the remote learning provision offered by the school had improved compared to the summer. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Implement a quality assurance process to ensure that the remote education plan is being adhered to and meets the needs of learners and the community. ● Improve the website to make it more accessible for all stakeholders ● Conduct a staff survey to gain feedback on the effectiveness of current remote learning provision.

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
- 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

Strengths

The remote learning policy clearly identifies the expectations regarding working practices. This is differentiated depending on various levels of remote learning.

The expectation to produce physical packs of work is kept to a minimum, where these have been requested a Chromebook has been given to families to ensure they can access the same level of work whilst not adding an extra burden to the workload of staff.

The senior leader responsible for remote learning has identified a number of 'add on' in Google Classroom which reduce the workload for staff, such as Mote - an add on which allows teachers to record verbal feedback on submitted work.

CPD has focused on ways of reducing marking by encouraging self marking sheets and Google forms, thereby giving an overview of strengths and weaknesses on a piece of work.

Formal after school meetings have been suspended, with CPD coming through recorded sessions, drip feed through weekly updates and briefings.

Line managements and department meetings have continued remotely, both to act as an M&E tool for teaching and learning but also to ensure that staff wellbeing is consistently checked on.

Risk assessments have been shared widely with staff and are available on the school network and website. Regular reminders of the need to adhere to the risk assessment are shared in briefings.

Attendance data is collated and monitored using the Trust format. Any absence is followed up by the pastoral and attendance teams and is matched to the contact log used for welfare calls. Where students are vulnerable, absence is followed up swiftly by the pastoral team and regularly checked. Students who have had no response across 10 days will then have a home visit.

Areas for Development / Next Steps

- Faculty leaders/Directors to Quality Assure online T&L using the same profile that is embedded. This should then be evaluated and shared with teachers identifying short and medium term action.
- Conduct a staff survey to gain feedback on the effectiveness of current remote learning provision.

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.

School scores remote education context and pupil engagement a 3 because...

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

Strengths

A key decision made by the schools within WPT was to maintain the 'normal' timetable that students would experience if they were in school. This ensures a sense of consistency, maintains the routines of the student and allows them to regulate their new school day. The welfare calls enable the school staff to assess whether any extra support is needed.

Through letters home and social media posts, the school has given guidance to students and parents on how to access their work on Google Classroom through a variety of means, including games consoles. The fortnightly newsletter contains a section with this information in it.

The school conducts regular surveys to ascertain the level of technology and internet access available in each home. A database of students without technology is produced and students are ranked, based on pastoral factors, knowledge of family and other vulnerability factors. Those to be deemed with the highest need have priority on being loaned technology such as Chromebooks.

https://drive.google.com/file/d/1-Dk3I_GuZDtx3nmSosj_s8n2cj5EKfsA/view?usp=sharing

Students with EHCPs, and those identified as having significant needs, have daily welfare checks to ensure that students are accessing home learning and identify any areas that require additional support. In addition, advice is given to parents/carers, when requested, regarding how to support their child at home.

For subjects that use specialist resources, such as Art and Technology, packs have been shared with pupil premium students and with Y11 students who are in need so that they can complete their GCSE courses.

Every Y11 student has been contacted regularly throughout the school closure by their academic mentor. This is to ensure they are continuing to complete work, are able to talk about anxieties and issues around engagement. This is coordinated by NME, their Head of Year.

Areas for Development / Next Steps

- Introduction of interventions, for students identified as SEND, to support home learning and prepare students for reintegration back into school.
- Improve the quality of support for organising learning from home and mental health - package of support to be developed and released by Feb half term.
- Organise the distribution of basic resource packs for all pupil premium students.

<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>Strengths</p> <p>The school conducts regular surveys to ascertain the level of technology and internet access available in each home. A database of students without technology is produced and students are ranked, based on pastoral factors, knowledge of family and other vulnerability factors. Those to be deemed with the highest need have priority on being loaned technology such as Chromebooks. https://drive.google.com/file/d/1-Dk3l_GuZDtx3nmSosj_s8n2cj5EKfsA/view?usp=sharing</p> <p>Over 140 Chromebooks have now been delivered to our students who are unable to access Google Classroom using a suitable IT device.</p> <p>The school has been proactive in accessing other means of support for families with no or limited devices. These include the government scheme with mobile phone companies to increase data allowances, accessing data only SIM cards and BT wifi codes. The school recognised very quickly that access to wifi or a suitable device would be a major factor in closing the knowledge gap.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Continue to maintain an up-to-date record of which pupils and families do not have device or internet access and ensure that the same rigorous systems are in place to support them with loaned equipment. • There are a minority of pupils who are still completing work on paper. We need a consistent approach to the collection of this work so that it can be marked and pupils be given feedback and new work handed out. • For those students who are still not accessing lessons, arrange to invite them into school in small groups for half a day to ensure they are aware of how to access and submit work. Monitor the improvement in attendance and engagement.
<p>Supporting children with additional needs</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. 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>Strengths</p> <p>All students with SEND have IT to enable them to access remote learning. Screen overlays have been given to students with dyslexia and/or advice given to parents regarding how to change the colour of screens. For students that struggle to access 'mainstream curriculum', intervention packs, highly differentiated to meet individual needs, have been created and disseminated.</p> <p>All students with EHCPs and those who have been identified as vulnerable have been invited into school. Those who do not take up the provision have had risk assessments completed and shared with the LA.</p> <p>Teaching Assistants join live lessons to support identified students offering 1:1 or small group support in break out rooms.</p> <p>Daily welfare calls to parents/carers of students with SEND provide guidance and support with remote education.</p> <p>Assistive technology provided where need has been identified.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Introduction of interventions, for students identified as SEND, to support home learning and prepare students for

	<p>reintegration back into school.</p> <ul style="list-style-type: none"> • CPD for teaching assistants on how to use Google Classroom effectively.
<p>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.</p>	<p>Strengths Attendance data is tracked and monitored daily, especially for students with SEND and those who are identified as vulnerable. Parents/carers of students not engaging with live lessons/remote learning are contacted by their key workers. Concerns are discussed and actions agreed regarding how to support students moving forward.</p> <p>Bromcom is utilised effectively to ascertain which students are attending live lessons and engaging with work set. This is then collated and shared with pastoral and attendance teams via a live sheet.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • For those students who are still not accessing lessons, arrange to invite them into school in small groups for half a day to ensure they are aware of how to access and submit work. Monitor the improvement in attendance and engagement. • Some students are accessing work set but not attending live lessons, there is currently limited opportunity to report this.
<p>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.</p>	<p>Strengths All students in Key Stage 3 have IT on their timetable for one lesson per week. This has enabled staff to ensure that students are literate in Google Classroom which has meant few problems in submitting work. Where issues have occurred, we have identified these either through welfare calls, emails to students or by parents contacting the school. In each case, the school has been able to provide the support necessary therefore giving students and parents the knowledge they need.</p> <p>In October 2020, in anticipation of a future lockdown, every student who had not yet logged onto Google Classroom was provided with a session on how to log on, access work and submit it.</p> <p>Any in year admission is provided with a session on how to log in, access work and submit work. The school has had one new admission during January 2021 and the student was invited into school to ensure they could access work.</p> <p>Through letters home and social media posts, the school has given guidance to students and parents on how to access their work on Google Classroom through a variety of means, including games consoles. The fortnightly newsletter contains a section with this information in it.</p> <p>For students identified with SEND who have had difficulties accessing remote learning, through lack of IT knowledge, staff have given 1:1 tutorials regarding how to access and use Google Classroom.</p> <p>Teaching Assistants provide IT support in live lessons - giving advice regarding how to use Google Docs. and submit work.</p> <p>Currently, one student requires assistive technology and this has been provided.</p>

	<p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> Assistive technologies like scribe/reader software to support students with significant needs on a wider scale subject to funding.
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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

	School scores curriculum planning and delivery as 3 because...
<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>Key stages 3 and 4: 5 hours a day</p>	<p>Strengths</p> <p>The expectation clearly set out in the remote learning policy is that the provision will continue as normal and, therefore, students are provided with 5 hours of education per day. Each lesson is taught live with appropriately challenging resources provided. Students are expected to submit their work at the end of each lesson. This ensures that students are regulated and organised. By expecting work to be completed within the normal timeframe, we are ensuring that students are not overwhelmed by work in non-school hours, therefore reducing the impact of their mental health.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> Investigate ways of building in regular pastoral time into the timetable
<p>Curriculum planning 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.</p>	<p>Strengths</p> <p>Each subject area has developed their online learning plans https://drive.google.com/drive/folders/1RktGoDaA9xHtdPVG8UhiUBmuhOpCfvZ0?usp=sharing The plans have been, and continue to be quality assured by the senior leadership team and by the Trust directors to ensure appropriate coverage.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> Access cross-trust moderation of curriculum plans for subjects without a Trust director.
<p>Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources.</p>	<p>Strengths</p> <p>The school has had an online learning platform - Google Classroom - for a number of years. Staff and students are experienced and skilled in its use. For new staff, CPD was provided in November 2020 in its use and this is part of an ongoing CPD programme.</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. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>For subjects that would normally include elements of practical work in the live classroom, for example Sciences, Music or Art. The curriculum has been adapted to include elements such as video demonstrations which can be uploaded for students to access at any point. Other examples of good practice can be seen in Art where KS4 GCSE Art students have taken delivery of paints, pastels and other media provided by the school. In Music, our peripatetic musical tuition continues for KS4 students.</p> <p>To ensure teachers can teach effectively, every teacher in school is now equipped with a visualiser. This means that teachers can effectively show model answers and techniques. For practical subjects, they can be used to demonstrate the practical elements of lessons. For example, in Food, the teacher uses the visualiser to conduct the demonstration, records this and uploads onto Google Classroom so that students are able to continue accessing practical lessons.</p> <p>Students have access to their own school email addresses and communication is regularly sent using this method. Students and staff utilise the 'stream' element of their Google Classrooms to good effect. Regular communication is provided to whole year groups through this method.</p> <p>Y8 options choices are being delivered through Google Classroom. This began with a year group assembly delivered through Google Meet, where 85% of students in the year group were logged in.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Further investigate the use of resources such as Oak National Academy, in order to enhance the curriculum being delivered. • Conduct a staff survey to ascertain staff skill and confidence levels on the use of Google Classroom.
<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Strengths</p> <p>As part of the online learning plans, each department has adapted how they will assess student progress, using a combination of formative and summative assessment. The use of tools such as Google Forms is developing.</p> <p>Assessment for Learning techniques are being developed in online teaching. Techniques which would have been used in the classroom, such as cold-calling, are being adapted and put to good use in live lessons. This is inconsistent across the school but is improving.</p> <p>Through weekly updates, senior leaders are communicating new methods of feedback, such as Mote, self marking quizzes and other subject based feedback software.</p> <p>The expectation on marking and feedback is the same as it would be if students were in school. Feedback should be specific, focused on the learning objectives and followed up.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Focus CPD on assessment within a live lesson. • Develop the use of self marking tools in all subjects.

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Capacity and capability

Schools support staff to deliver high-quality remote education.

	School scores capacity and capability as 4 because...
<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>Strengths Senior leaders receive regular updates from the DfE and relevant governing bodies as well as research institutions such as the EEF regarding guidance and resources available to support remote teaching. These, where appropriate, are disseminated to relevant staff within the school through email, briefings and meetings.</p> <p>Risk assessments have been shared widely across all staff so that staff working in school can continue to feel safe and can supervise students safely and effectively.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Senior leaders are to continue to share this information within the collated remote learning updates for all staff across the school ● Development of teaching and learning Google Site to be completed by Feb half term to ensure a 'one-stop shop' for all CPD, including remote learning.
<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. 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.</p>	<p>Strengths Faculties have access to the full suite of Google Classroom technology and extensions to be able to teach and support students remotely. Additional technology aids such as visualisers and graphic tablets have been provided by the school to help support in terms of remote teaching tools. Faculties have had the freedom to choose their most appropriate digital resources and tools to help provide support in their subject.</p> <p>Whole school staff training was provided in November on the implementation of effective use of Google Classroom for teachers. A twice-weekly remote learning update email is collated from across the school with best practice, guidance, and directions to online training for all staff members.</p> <p>Staff are aware that if they cannot work from home, they are able to access the school building and it's facilities. This may be especially true for teachers delivering practical subjects.</p> <p>Faculty Leaders are added into the classrooms of all teachers within their subject area(s). They can provide support with live teaching,</p>

	<p>the creation of resources and technical issues.</p> <p>The onsite ICT technician is available to help staff with technical issues and can be accessed physically as well as remotely.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • The school should continue to provide regular and timely updates to staff highlighting new technology, platforms, and training available to continue to develop the remote learning provision we already provide.
<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>Strengths</p> <p>Faculty Leaders are working alongside their relevant Directors of Subject from across Wickersley Partnership Trust to share best practice and support one another in areas to improve provision.</p> <p>The culture of the school means that staff are keen and proactive when sharing best practice independently across a number of networks and platforms outside of the Trust. This is coordinated by a senior leader with responsibility for remote learning.</p> <p>We have been working closely with Sheffield Hallam University in offering a 6 week work experience to 9 x level 5 Counselling and Psychology Students throughout February and March. This is a mutually beneficial partnership as the trainees are working remotely with our students on such projects as:</p> <ul style="list-style-type: none"> • Alcohol/Drugs Awareness • Domestic Violence • Eating Disorder/Body Image/Self Harm • Consent and Abuse • Sexual Health <p>In addition we have forged another partnership with SHU where 2 x Maths undergraduates are working with small groups of our vulnerable students in improving their numeracy skills. The particular focus has been on Y7 and 8 pupils who are accessing their education in the building. We have also so found that this additional 'live' interaction with adults is having a positive impact on their mental wellbeing.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Staff should continue to access further school-to-school networks and share this information with others so that more staff can benefit from the shared best practice. • Investigate further use of support networks such as the EdTech Demonstrator Programme.

Communication

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

School scores communication as 4 because...	
<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 assignments).</p>	<p>Strengths</p> <p>The school remote learning policy is published on the school website, alongside further information for parents and carers.</p> <p>A fortnightly newsletter pulling together examples of excellent work and exceptional levels of pupil engagement and effort is shared via our Facebook page and website. This has been well received by parents/pupils and serves as an effective motivational tool.</p> <p>Regular written communication to parents and carers continues to embed our expectations for the number of hours that students should be learning. Regular updates through our social media platform provides guidance to parents and students on how to access and participate in remote education.</p> <p>Parents are being made aware of the progress that students make through our normal monitoring, assessment and reporting processes plus welfare checks being made by the pastoral team.</p> <p>Our first online parents evening will take place in February using 'School Cloud'.</p> <p>Where there are reasons for non-engagement such as illness, bereavement etc, these are shared across the staff body in good time. This results in no unnecessary negative contact between school and parents and reduces the strain on the mental health of the student. Safeguarding issues are logged onto CPOMS in the normal way and communicated to the safeguarding team.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Sustain the current level of communication between all stakeholders. ● Conduct a staff survey to ascertain whether they are satisfied with the quality and regularity of communication.
<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>Strengths</p> <p>We are building our repertoire of school community events and this is an area we need to develop further. We have offered the following activities:</p> <ul style="list-style-type: none"> ● Year group assemblies, delivered by SLT and HOYs ● Word of the Week - through social media ● Project Pride ● Fortnightly newsletters ● Subject rewards/recognition

	<ul style="list-style-type: none"> • HOY rewards recognition <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Each subject area to develop its own community event. • Enhance the positive rewards currently offered to students and make it consistent across the school.
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<h2 style="margin: 0;">Safeguarding and Wellbeing</h2> <p style="margin: 0; font-size: small;">Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.</p>	
<p style="margin: 0;">School scores capacity and capability as 4 because...</p>	
<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>Strengths</p> <p>All policies concerning remote learning have been shared with staff and are on the school website. This includes the risk assessment and an amended Safeguarding Policy.</p> <p>Staff report any safeguarding concerns by the usual method - logging on CPOMs and informing the DSL. All staff have access to CPOMs and are trained in how to report through their annual safeguarding training. New staff receive induction training, including how to report a concern.</p> <p>The deputy DSL is on site each day, ensuring a suitably qualified member of the safeguarding team can be contacted. The pastoral team has access to the concerns on CPOMs and will take appropriate action after consulting with the DSL or DDSL.</p> <p>All students are aware of how to report concerns and welfare checks are conducted daily, weekly or fortnightly depending on levels of vulnerability. For SEND students, key workers make daily contact to check on welfare and issues with learning. Contacts are logged on the welfare check Google Sheet.</p> <p>Through social media, the website and our newsletter, parents and carers are aware of how to report concerns and who to contact for a response.</p>

	<p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Instigate weekly drop ins by the Pastoral team, available by appointment or online.
<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>Strengths A Remote Learning policy is in place and has been shared with all staff and contains specific advice about staying safe online. Regular reminders and information are shared with staff through CPD, remote learning emails and briefings. The policy and information about staying safe online has been shared with students and parents/carers. Any issues or worries are dealt with swiftly by the safeguarding and/or pastoral team.</p> <p>The school has issued a large number of Chromebook devices to students who do not have any access at home. The usage is closely monitored by the school and software is installed to ensure that they do not access inappropriate material.</p> <p>The school regularly posts advice and guidance on staying safe online on its social media platforms.</p> <p>Through both PSHE and ICT lessons, the curriculum at Key Stage 3 has been adapted so that further emphasis is placed on online safety and this was taught earlier in the academic year in anticipation of further lockdowns and isolations.</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Ensure staff are aware of and trained in the use of 'Host Controls' for Google Meets.
<p>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.</p>	<p>Strengths All staff have completed the Keeping Children Safe in Education (September 2020) training from the WPT Safeguarding lead. The school has trained MHFA staff on hand to support.</p> <p>Our most vulnerable students (who are not in school) receive daily welfare checks (EHCP, LAC, CP and CIN). Weekly calls (or more) take place with any other students that are vulnerable (including EH), but not in any of the above named categories. This information is logged and closely monitored. Pastoral staff (SPMs and HOYs) are making regular calls to all other students in their respective year groups. The Education Welfare Officer is completing weekly home visits to any non-contacts/students of concern.</p> <p>Continued work/collaboration with external agencies is continuing to take place via emails, phone calls and online meetings. This would also include any new referrals that may need to be made.</p> <p>Staff report any Safeguarding issues on CPOMS as per the school policy (which is closely monitored by the DSL/DDSL and SLT). Any other issues are reported to the pastoral team. Safeguarding and pastoral staff are on site each day to deal with any issues and offer support to both students in school and students working remotely.</p> <p>Detailed Information regarding well-being and mental health has been shared with staff, students and parents/carers, which enables identification and a range of support strategies, signposting of external support services for families.</p>

	<p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Year group assemblies led by HOY/SPM specifically linked to mental health • Investigate ways of building in regular pastoral time into the timetable
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Strengths The school continues to follow its GDPR policy.</p> <p>Staff continue to use Bromcom, CPOMS and internal Google sheets to record information, closely monitor and then intervene when necessary. All school systems comply with GDPR, with appropriate staff having the necessary information they need to fulfil their role.</p> <p>All paper student records are stored in secure filing cabinets. Access is restricted to a small group of staff members who must ensure that records are returned to the cabinets after use, cabinets are locked and keys stored securely.</p> <p>Information is shared with external agencies as per the guidance in Keeping Children Safe in Education (September 2020). It states that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.</p> <p>Areas for Development / Next Steps</p>
<p>Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Strengths The Remote Learning policy is in place and has been shared with staff, students and parents/carers. It contains clear expectations of behaviour and attitude when in online lessons. These expectations have been made clear and are regularly reinforced with both parents and students. Any issues are logged using the usual method and shared with the Pastoral team and SLT for follow up with the students and parents/carers.</p> <p>Staff closely monitor attendance at live lessons, participation/engagement and behaviour. Students who are consistently following all of the rules and engaging, are being celebrated through faculty areas via social media, phone calls, texts and postcards.</p> <p>For students who are in school, the normal school behaviour policy applies. This has been adapted to take into account groups of students working in zones. The students in school are split into two zones and each is supervised by a teacher with a number of support members of staff. Staff are working to a rota to minimise their time in school https://drive.google.com/file/d/1-sMn4ATTe8uTdXFmxH6WvtOsE4VY8No7/view?usp=sharing</p> <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Review the use of the reward programme to increase the number of rewards being distributed.

Potential actions and resources if score is 1 or 2

Leadership

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](#).

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.

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.

The Education Endowment Foundation has provided a [guide for schools](#) on how to communicate with parents during coronavirus (COVID-19).

GOV.UK provides the following guidance:

- [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](#)

Remote Education and Pupil Engagement

The EdTech Demonstrator Programme's [remote education roadmap](#) 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 [get help with technology during coronavirus \(COVID-19\)](#) guidance for support on providing pupils with [laptops, tablets](#) and [internet](#).

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.

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](#).

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](#).

[Oak National Academy provides resources for teachers to support children with additional needs](#)

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](#)

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

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.

GOV.UK provides resources on remote education [good practice](#) and [how to adapt teaching practice](#) for remote education.

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:

- 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.

GOV.UK provides guidance on:

- assessing pupil progress and providing feedback in 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

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.

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.

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

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).

Safeguarding and Wellbeing

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](#).

GOV.UK provides guidance on:

- [safeguarding and remote education during coronavirus \(COVID-19\)](#)

- [teaching online safety in schools](#)

GOV.UK provides advice on supporting pupil [wellbeing during remote education](#)

GOV.UK provides guidance to support schools:

- with [data protection activity](#), including compliance with GDPR to be [cyber secure](#)

GOV.UK provides guidance on [behaviour expectations](#) in schools.