

Hartwell Primary School – Review of Remote Learning (January and February 2021)

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

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

Approach	Strengths and Areas to improve:	Score (1 to 5)	Potential actions and resources if score is 1 or 2 – as taken from the DFE format:
<p>Remote education plan</p> <p>There is a plan in place for remote education and senior leaders take an 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.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> Senior leaders provided all stakeholders with a remote education plan to ensure clarity of expectation for all. Senior leaders are working closely with staff – HT/DHT available readily to support staff with support using Teams, trouble-shooting and providing support and guidance with pastoral care and engagement Senior leaders have provided clear expectations for the curriculum and models for teaching to ensure support for staff and consistency of provision for children and the parents supporting them Children with SEND have had some individualisation of provision and enhanced pastoral care (additional resources provided, greater level of contact support from school staff). HNF/EHCP all encourage to attend school as ‘vulnerable learner’: both children with EHCP attended. <p>Areas to improve:</p> <p>For some children who are vulnerable/SEND, a greater level of personalisation is required, e.g. break out rooms in live lessons or separate lessons/pre-recorded videos to further meet their needs to best effect.</p>	4	<p>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.</p>
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> Parents received communications regarding online learning promptly using existing communication methods Parents/children were provided with ‘how to videos’ and other information of how to use Team and Class Dojo. 	4	<p>Ensure governors, staff, parents and carers are aware of the school’s remote education provision by maintaining regular communication and providing updates on any changes to the provision. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p>

	<ul style="list-style-type: none"> Teachers are communicating with home regularly, mainly through Class Dojo messaging and calling home to 'check in' with pupils and gauging how parents are finding online learning as needed, e.g. concern about pupil engagement or parent concern raised.. The online learning offer was ratified by governors. <p>Areas to improve: Meet with governor to share how online learning went</p>		<p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
<p>Monitoring and evaluating 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>Strengths:</p> <ul style="list-style-type: none"> Senior leaders are working closely with teachers to ensure that workload was managed accordingly. Weekly teacher meeting focused on sharing good practice, trouble-shooting and wellbeing checks Methods to mitigate workload are put in place – teachers worked from home in order to teach the whole class whether the children were at home or were in school (key worker/vulnerable) and Teaching Assistants in school to manage the 3 bubbles of key worker/vulnerable children. HT/DHT available on site at all times HT monitored live lessons throughout the lockdown period to check quality, curriculum coverage and monitor children were following the expectations/protocols set out by the school. Class teachers and HT daily and weekly reviewed engagement in lessons and with set learning tasks. HT used Microsoft Insights for strategic whole school view. Families contacted where concerns presented – also checking does this align with sickness absence information <p>Areas to improve: Continually revisit the functionality of Microsoft Teams as a learning tool as well as a communication and information management system in order to support staff feeling confident.</p>	4	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year actions for schools during the coronavirus outbreak remote education good practice

Remote education context & pupil engagement – The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education

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<p>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:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<ul style="list-style-type: none"> • Through regular contact with families, the school is regularly identifying and supporting the families where there are technology challenges in the home. HT is also offering additional support too the children based on individual need. • Blended learning approach: mixture of live lessons, pre-records and task sheets to support parents working from home whilst supporting a child's home learning. • Planning and resources are uploaded daily onto the Teams platform and/or Class Dojo. • IT support is on hand to support parents & staff <p>Area to improve:</p>	4	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet. The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>
<p>Laptops, tablets and internet access 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 ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<ul style="list-style-type: none"> • There is a system in place to allocate technology and parents can contact the school if they feel they will be eligible. This happens during lockdown situations and during bubble closures. 	5	<p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>
<p>Supporting children with additional needs Children with additional 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>	<ul style="list-style-type: none"> • Children with SEND have had some individualisation of provision and enhanced pastoral care (additional resources provided, greater level of contact support from school staff). HNF/EHCP all encourage to attend school as 'vulnerable learner': both children with EHCP attended. <p>Areas to improve: For some children who are vulnerable/SEND, a greater level of personalisation is required, e.g. break out rooms in live lessons or separate lessons/pre-recorded videos to further meet their needs to best effect. School could better utilise the Oak Academy resources for pupils with additional needs.</p>	2/3	<p>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.</p>

<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>	<ul style="list-style-type: none"> • Microsoft Insight used to look at engagement • Teachers contacting parents daily on Class Dojo if lessons/work is missed, followed up with a phone call if message is not responded to or if the response indicates the parent needs further support/direction <p>Areas to improve: SLT/HT make home visits if parents are not contactable/engaging after 48 hours. Home visits protocols apply.</p>	4	<p>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.</p>
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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

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<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 	<ul style="list-style-type: none"> • Work is uploaded daily and weekly onto Teams and Class Dojo for Classes 1-6. Class R uploaded work on to Tapestry (system in place and used as normal classroom practice) • Each teacher provides a variety of live lessons along with a set of recorded lessons including lessons and task sheets • Collective Worship (assembly) provided daily on Class Dojo 	5	<p>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.</p>
<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>	<ul style="list-style-type: none"> • We teach the same curriculum remotely as we do in school. Some tasks and activities may need to be adapted to suit the nature of remote learning. This is to ensure that all children are able to complete an activity matched to the learning objective, taking into account the resources required and working independently. Class teachers will make available tutorial/lesson videos where appropriate. 	5	<p>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.</p>

<p>Curriculum delivery</p> <p>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 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>	<ul style="list-style-type: none"> Remote education will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for children to complete tasks and assignments independently. This should be 3 hours a day in Key Stage 1, with less for Early Years pupils, and 4 hours a day in Key Stage 2. Children can access a wide range of tutorial/teaching resources and accompanying activities through Microsoft Teams. Children have individual log-in details to access this and they are able to complete tasks and activities, then submit them for feedback from their teacher. Class teachers will provide a weekly timetable for their class that will detail which lessons are live and which will be pre-recorded. In addition to this, parents should expect a daily post on Teams that will detail all of the links that will be needed for that day. This will be accessible to parents by 8.30am Monday to Friday. 	5	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> 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.
<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 daily, using digitally-facilitated feedback where appropriate.</p>	<ul style="list-style-type: none"> Children are expected to access and complete all tasks and activities set by their class teacher in some form, whether it be digitally or paper-based and then a photo uploaded. They are expected to submit all work to teachers for feedback. <p>Area to improve: Consider how level of home support (or lack of) has impacted upon what the child has/achieved produced, therefore how accurate can a teacher's assessment be of a child's work?</p>	4	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> assessing pupil progress and providing feedback in the remote education good practice guidance assessments and exams

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Capacity and capability - Schools support staff to deliver high-quality remote education

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<p>Effective practice</p> <p>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>	<ul style="list-style-type: none"> Class teachers and TA have regular training/support on Teams and have both whole school and individual support as needed. Uploads and engagement with Teams is monitored by senior leaders. <p>Area to improve: SLT to keep teachers updated with best practice for remote learning through evidence based research provided by EEF (see resources column)</p>	4	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained to ensure staff continue to support effective teaching practice remotely.</p>	<ul style="list-style-type: none"> January INSET day 2021: half day training on Teams and remote learning Myon digital library purchased to support remote learning. This give children access to their Accelerated Readers (AR) and teachers can set topic books to support the wider curriculum. In weekly teacher meeting, resources and tools shared as part of sharing good practice 	4	