

<b>1. Identify</b>	<b>2. Develop and plan</b>	<b>3. Implement</b>	<b>4. Embed</b>	<b>5. Sustain</b>
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	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Remote education plan</b></p> <p>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 close as possible to the in-school curriculum.</p>	<p>Detailed plan in place covering wide range of curriculum subjects. HT has overarching responsibility. Governors monitor against DfE expectations. Support in place to ensure all children access learning and are supported. Remote learning delivered from April 2020 with staff gaining knowledge and experience to develop provision from Autumn 2020. High expectations for staff, pupils and parents for delivery and engagement. Feedback sought from parents to ensure remote learning is effective as it can be. Remote learning curriculum is aligned to the in-school curriculum and all children access the same delivery and content for continuity and equality.</p>	<p>Some curriculum areas are not as easy to deliver remotely and need greater adaptation; music, art, DT for example. Reasons include access to resources, parent support.</p>	5	<p>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.  Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.</p> <p>Refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
<p><b>Communication</b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>All governors, staff and parents aware of school's approach - shared through webinars, online sessions &amp; meetings, newsletters and detailed information on the website such as policy documents and parent guides.</p>		5	<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.  The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>

<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>· understanding the impact on staff workload and how to mitigate against it</li> <li>· staffing changes</li> <li>· having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>Monitoring can be undertaken remotely, all staff have access to remote resources including Scholarpack (attendance of pupils and staff, communications, assessments, SEN records and safeguarding support), Google classroom (staff meetings, documents, classroom and teaching resources). During lockdown 1 staff completed work log to enable SLT to monitor workload and hours. Regular discussions on workload and wellbeing of staff with Governors.</p>		<p>4</p>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>· recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</li> <li>· full opening for schools: school workforce</li> <li>· remote education good practice</li> </ul>
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<p><b>Effective practice</b></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>	<p>Senior leaders have accessed training on all elements of the resources to support remote teaching. Guidance is received and reviewed daily, disseminating where appropriate. All staff including senior leaders utilise the package of resources to embed skills and develop knowledge and understanding. Headteacher offers support and guidance to parents to enable them to access resources. Practice is continually reflected on and adapted where necessary.</p>		5	<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><b>Staff capability</b></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. 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 iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>All staff have access and logins to a range of remote resources; Scholarpack, Google classroom, Powermaths, Read Write Inc, Accelerated reader, Charanga music and Schoolcloud to support delivery of a broad curriculum. Staff have all accessed training in digital resources most recently Google classroom (Sept 2020) and Accelerated reader (Jan 2021) Regular staff meetings provide opportunities for all staff to support each other and offer advice and support. CPD is ongoing.</p>		5	<p>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.</p> <p>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 pupil with a print disability.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>

<p><b>Strategic partnerships</b></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 <u>EdTech Demonstrator Programme</u> and curriculum hubs.</p>	<p>Strong links to the village cluster support the school leadership team. School accesses weekly support through the agreed academy sponsor, OGAT to support development and access to additional materials when needed. School engages with the English and Maths hub for regular updates.</p>		5	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> <li>· 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</li> <li>· Maths hubs to improve maths education</li> <li>· English hubs to improve teaching of phonics, early language and reading in reception and year 1</li> <li>· Computing hubs to improve the teaching of computing and increase participation in computer science</li> </ul>
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<p><b>Home environment</b></p> <p>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.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> <li>· understanding their strengths and weaknesses to improve their learning</li> <li>· how to learn from home</li> <li>· how to manage their time during periods of isolation</li> </ul>	<p>School has surveyed all families regarding access to devices and internet access and is aware of the challenges facing our families. School staff are all delivering remote learning to children who they usually teach and are familiar with their needs, strengths and weaknesses. School has delivered clear information/expectations about how children can be supported from home in live lessons, behaviour and completion of work. School has provided information to parents about online safeguarding. Pupil's engagement is tracked in 3 curriculum areas daily and followed up by SLT when necessary. School is proactive in accessing additional devices from the DFE - 3 are currently allocated to vulnerable learners in Y6.</p>		5	<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.</p> <p>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><b>Laptops, tablets and internet access</b></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>All families have been offered loan devices to support digital learning. The headteacher has ensured access by speaking to families on an individual basis and encouraging families to loan equipment. School has a bank of equipment purchased by the PTA to loan to children in the event of isolation. All children are identified on the school's MIS system regarding their ability to access remote learning and in what circumstances they would need support. Children have been identified as vulnerable following evaluation of their engagement in lockdown 1 and invited into school in lockdown 3; this has resulted in an additional 7 children being identified as vulnerable but all are now accessing learning regularly.</p>		5	<p>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.</p> <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><b>Supporting children with additional needs</b></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.</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 identified as SEN are accessing school in person. Staff have supported children and provided additional lessons to ensure that they can access learning through digital systems. If children need to learn remotely due to isolation 1:1 or small group sessions are in place to support families and children.</p>		5	<p>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.</p> <p>The guidance for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p><b>Monitoring engagement</b></p> <p>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>A digital tracking system has been created in Google classroom for all staff to access. Staff complete 3 checks daily for all children to assess their engagement in English, Maths and theme. Daily feedback is provided to all families and a summary weekly.</p>		5	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>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>
<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Children began to use Google classroom in the Autumn term 2020 to practice and embed skills. Live lessons and learning have been routinely in place since April 2020 and children are competent according to age related expectations.</p>	<p>At present no child needs assistive technology but school would need to acquire resources if necessary</p>	5	<p>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.</p>

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<p><b>Minimum provision</b></p> <p>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"> <li>· Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>· Key stage 2: 4 hours a day</li> <li>· Key stages 3 and 4: 5 hours a day</li> </ul>	<p>All years have a timetable that allocates up to 4 live sessions touchpoints daily. All children access a minimum of the statutory expectations with sufficient work set to exceed the daily teaching day.</p>		5	<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>
<p><b>Curriculum planning</b></p> <p>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 is similar but adapted or one that is completely different.</p>	<p>Remote learning is following the school's planned curriculum which is sequenced. All children are accessing the same curriculum remotely and on-site.</p>	<p>Some curriculum areas need further development due to limitations of remote delivery; music, art, DT</p>	4	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <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><b>Curriculum delivery</b></p> <p>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>Teaching is planned for live sessions at morning registration with English input, Maths input, afternoon registration and input and review at the end of the day with story. School uses Google classroom effectively to support lessons and resources.</p>		5	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>· guidance on accessing and buying resources for remote education</li> <li>· resources on remote education good practice</li> <li>· guidance on how to access and set up online digital platforms to support delivery</li> <li>· Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.</li> </ul> <p>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</p>

<p><b>Assessment and feedback</b></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.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>School is engaging with digital assessments for reading to track pupils progress. Work is submitted regularly through Google classroom and completed in books. As the lockdown progresses we will establish how well formative assessments are undertaken. These would be recorded on the MIS system. Staff are developing using quizzes and elements of Google classroom to support assessment. Feedback is provided daily and weekly using digital responses - email and Google comments. Virtual parents evening meetings are being held termly with a written summary report.</p>	<p>Continue to embed and implement assessment tracking as the lockdown progresses</p>	<p>4</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>· assessing pupil progress and providing feedback in the Remote education good practice guidance</li> <li>· assessments and exams</li> </ul> <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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<p><b>Realistic expectations of pupils, parents and carers</b></p> <p>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>Comprehensive parent guide has been shared with parents and uploaded to the website. All years have a dedicated page to explain and link to logins. The school routinely uses Scholarpack to text and email families and gain feedback, permissions and responses through online surveys.</p>		5	<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>
<p><b>School community events</b></p> <p>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>All learning is supported with up to 4 live touchpoints each day. Social sessions are also held for each class. Virtual whole school assemblies are held to share work and celebrate achievements; this needs to be embedded during lockdown 3.</p>	<p>Embed assembly provision during lockdown 3. <a href="#">End of lockdown March 2021 - undertaken certificate assembly, talent show as well as regular class assemblies</a></p>	4	

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<p><b>Ensuring safety</b></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>Safeguarding protocols and expectations remain the same. All concerns logged by staff and passed to DSL. DSL (2 staff at present, training scheduled for 2 more) on site at all times.</p>		5	<p>GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19)</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<p><b>Online safety</b></p> <p>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>Live lesson expectations shared with all parents and permission sought to attend. Online safety information shared with parents and on website.</p>	<p>Google classrooms settings reviewed and amended. Additional CPD for staff. Workshops in place for upper KS2</p>	5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>· Safeguarding and remote education during coronavirus (COVID-19)</li> <li>· Teaching online safety in schools</li> </ul>
<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>All vulnerable children accessing school - some part-time others full-time. Live sessions up to 4 times a day enable staff to monitor children's mental health and well-being.</p>	<p>number of vulnerable children increased over lockdown from 9 to 15 as a result of children being identified as vulnerable.</p>	5	<p><u>GOV.UK provides advice on supporting pupil wellbeing during remote education.</u></p>

<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>All data managed on approved systems.</p>	<p><a href="#">GDPR review MArch 2021</a></p>	<p>5</p>	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>· with data protection activity, including compliance with GDPR</li> <li>· to be cyber secure</li> </ul>
<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Behaviour expectations shared with all children and families. Policy consulted with stakeholders and updated for Covid considerations.</p>		<p>5</p>	<p><u>GOV.UK provides guidance on behaviour expectations in schools.</u></p>