



Department
for Education

Review of Violet Way Academy's Remote Education Provision

January 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.

- Clear expectations for staff, parents and children have been cascaded whole school. This includes expectations in behaviour; timetabling and anticipated/ dedicated learning time for all learners follows DfE Guidance. (KS1 three hours of learning daily)
- An Audit of learner’s accessibility prior to Remote Learning has been undertaken identifying those children who may have barriers to remote learning as a result of lack of suitable IT equipment or Broadband issues. As a result of the Audit, Remote learning was tailored to family hardware, Broadband and access to an appropriate learning environment to access learning. In addition, learners who are not engaging with learning have been accessing both Learning packs and screen shots of Flip charts (modelling of resources) and these are being sent out to learners to reinforce learning. The learners are a week behind in learning as lessons are not delivered ‘live.’
- Prior to Remote Learning staff were supported with test learning through CPD (Tablet academy) and coaching from the Remote learning lead. Consequently, all staff had the required skills and knowledge to deliver Remote learning as well as the equipment required to deliver remote learning from their homes.
- Governors were consulted in relation to the Remote learning and a continuous cycle of review has supported decision making in relation to remote learning. (December 2020 ELGB)
- The Remote Learning Plan was shared with all stakeholders and uploaded on to the website.
- Addendums to Safeguarding and Child Protection Policies has been undertaken. The revised K.C.S.I.E (2021) will require further amendments to the Child protection and safeguarding Policies and Remote learning Plans, e.g., visibility of learners during remote learning time and also accessibility of the DSL if not physically on site.
- The VWA Covid-19 Risk Assessment has been reviewed October/January in relation to newly published guidance and amended. A strand for remote learning has been included within the most current RA.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Remote education plan There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision	A Remote Education Leader has been allocated with the requisite expertise and experience to lead effectively. Weekly meetings are scheduled with Senior Leaders to review, monitor and respond within the	Governors have shared (12.01.2021) that remote learning is good but have requested that pace can be an issue at times with children not able to keep up. As a caveat, some	4	To help develop your remote education plan: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital

<p>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>Safeguarding Policies, Remote learning Plans and Risk assessments intrinsically identify a shared approach to online safety.</p>	<p>quality of learning remotely and consistency across all year groups. EYFS use Tapestry. Y1 and Y2 use Teams.</p> <p>Teachers are highly visible to the children and this is an expectation through the day.</p> <p>Response/feedback to learners is a key expectation during remote learning.</p> <p>SEND learners receive differentiated learning and feedback. Learning is also supported by the SENDCo and Inclusion Support Leader.</p>	<p>parents are sharing that the children like the pace and that where learning is pre-recorded, they are able to revisit the learning. A feedback strategy to feedback/ model across all year groups is to <i>pause, rewind, re-watch, and pace yourself</i>.</p> <p>Where EAL pupils are accessing remote learning there is a barrier with language. An Inclusion Liaison Staff member has been appointed to work with EAL families (Polish) with a clear plan to approach families daily and support the learning of their child/ren.</p> <p>Some families still request paper copies of learning.</p>	<p>technology to support remote education.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>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>Next Steps: Monitoring of Remote Learning by staff (Teams 13.01.2021) with feedback from Governors (12.01.2021). Identify analysis of access by learners. Other schools within the Trust and IT Forum have enabled sharing of best practice e.g., APA Responses from parents and how these feeds into next steps.</p> <p>Online Safety- IT Lessons always start with online safety.</p> <p>All staff to use <i>Pause, Rewind, Rewatch and Pace Yourself</i></p>			

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Communication Governors, staff, parents, and carers are aware of the school's approach and arrangements for remote education.</p>	<p>The initial Remote learning was very well received through Class Dojo.</p> <p>Communication flows between parents and teachers was highly effective and a strength.</p> <p>X 2 weekly meetings with updates for Governors including remote learning have enabled responsive feedback e.g., Handwriting was raised as a concern.</p> <p>Good communication lines are being identified through the use of teacher emails. These are also directly shared with the Remote learning Lead.</p>	<p>New systems for communication (Teams) are less responsive than Dojo but via Teams there is evidence that parents are being supported to deliver the remote learning.</p>	3	<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.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>

Next Step: Parent Survey regarding communication

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Monitoring and evaluating The school has systems in place to monitor the impact of remote</p>	<p>Scheduled whole staff briefings x two weekly. (13.01.2021) whole staff</p>	<p>Managing of overall attendance by hard-to-reach families. Regular contact is given through</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

<p>education. This includes understanding the impact on staff workload and how to mitigate against it e.g., 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>	<p>Governor evaluation (12.01.2021) Governors Day (Remote) planned for February 2021 with focus on Remote Learning. Staff Timetables shared with SLT Recording of staff absences enables response with pace. Staff share planning opportunities to manage workloads. Consistency in learner's attendance with school insisting that pupils attend daily. Staff access testing in response to needs. Staff share concerns where learners are not accessing learning, and this is followed up by senior leaders promptly.</p>	<p>staff members but needs to continue to be monitored.</p>		<p>year</p> <ul style="list-style-type: none"> • full opening for schools: school workforce • remote education good practice
<p>Next Steps: Overview of children not attending and who are not engaging with the remote learning. Teaching staff – year group specific- required to produce a weekly overview of learner engagement. This will be set up in One Drive and this will be accessed by the Remote learning Leader and Senior Leaders for actioning responsive to need. Leaders will signpost specific staff members for any additional support e.g., JK. This will be recorded on an ongoing basis.</p>				

Pupil Engagement- The school understands the remote education context of pupils and plans its provision to ensure pupils can remain engaged in education.

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there is major gap.	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>Home environment</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"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<p>Teachers/TAs are conversant with all children and their families.</p> <p>An audit was undertaken in relation to remote learning to gain deeper insight into equipment/home circumstances/Broadband and family characteristics e.g., siblings and how these may impact on ability to learn at home. This has been responded to effectively in order to maximise opportunities for learning through the day.</p> <p>Most vulnerable learners and families/ SEND learners were directly approached (SENDCo and SENDCo Support) to insist on school attendance or other avenues for support in home learning. Some class teachers have also been identified to specifically support vulnerable learners e.g., supporting lower readers in YR, Y1 and Y2.</p>	<p>There remain a small group of resistant learners where families have raised concerns over supporting learning. These will be further supported by staff.</p>	<p>3</p>	<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>Additional requirements to foster engagement and joy in learning are crafted weekly- Wow Week Learning.</p> <p>Learning Packs have been distributed over three weeks.</p> <p>Week 1: Learning Resources</p> <p>Week 3: Wellbeing Resource Pack</p> <p>Week 6: Keeping Active Pack</p>			
Next Steps: Impact from staff in relation to learners not accessing home learning.				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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</p>	<p>An original Audit regarding digital access have supported a clear insight into the digital resources available to learners.</p> <p>Funding streams have not proved successful, but leaders are confident that learners have access daily to learning but where there are contextual issues this is being addressed through paper copies of learning.</p>	<p>Availability of laptops iPad in school will be distributed to children who may benefit from an additional device.</p>		<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)</p>

appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.				guidance for support on providing pupils with laptops , tablets , and internet .
Next Steps: Staff will undertake further monitoring of children accessing remote learning. Where appropriate iPad will be given to support children from school resources. (Where there is no accessing of work).				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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.</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>All foundation subject learning and particularly for SEND is differentiated in YR and Y2 where appropriate.</p> <p>Y1- differentiated reading tasks have been planned for and taught.</p> <p>Across all classes/ year groups all lowest 20% of learners have been identified.</p>	<p>Y1- Reading and Mathematics</p> <p>Further requirement to ensure that the lowest 20% of learners are supported. (In school SP- remote learning class teachers)</p>	3	<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 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>

Next Steps: Year 1 support with SEND Readers and one: one reading sessions for lowest 20%				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Monitoring engagement</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>Feedback and marking daily is responsive to pupil engagement. YR- recording video messages to praise and encourage individual learners.</p> <p>Communication/comments are individual to the learner. If no work is evidenced this is prompted by the remote teacher.</p> <p>Vulnerable learners who have not engaged have been encouraged/ directed to attend school.</p> <p>See previous comments for non-engagers.</p>	<p>Response/ actioning for those learners who do not engage.</p>	3	<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>
Next Steps: Remote Learning Register of concern undertaken by all staff				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Pupil digital skills and literacy</p>	<p>Pupils' engagement and confidence has strengthened.</p>	<p>Requires further monitoring</p>		<p>Where technology is used to support the school's remote education provision, schools</p>

<p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Life skills of adaptability and resourcefulness have increased as a result of having to learn remotely.</p> <p>Once Teams was set up- weekly homework was established via a platform and this enabled a rehearsal in preparation of lockdown.</p> <p>Support videos and instruction documents have enabled more learners to engage with learning than would have done otherwise.</p> <p>Individual phone calls have been made to support parents in RL.</p>			<p>should consider providing practical support and guidance to pupils on how to use the technology.</p>
<p>Next Steps: Requires further monitoring by the SEND and SEND Support</p>				

Curriculum planning and delivery- The school has well-sequenced curriculum that supports '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.

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.
			4	

Next Steps: Response from survey will validate that learning is inline with the NC, the parallels between the remote and school learning.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</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"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day 	<p>Learners access core teaching and learning daily. In addition, there is an appropriate range of subjects taught.</p> <p>Parental feedback indicates that learner's value: daily story and the face-to-face contact with their class teacher.</p>	<p>Year 1 reading is not daily at present but will be addressed; responses need to be daily rather than an approach which spans a week.</p>	3	<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>Next Steps: Year 1 reading is not daily at present but will be addressed; responses need to be daily rather than an approach which spans a week.</p>				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p>	<p>Comprehensive Curriculum mapping in place. In YR and Y2 specifically this is a strength.</p> <p>Teaching at home and through remote learning is identical and the expectation is therefore that children will not have any lost</p>	<p>Children not accessing remotely will have a time lag of one week in order for learning to be recorded.</p> <p>Y1 coverage</p>	3	<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</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.	learning through receiving a different provision.			guide for schools designed to help teachers and school leaders support their pupils during remote education.
Next Steps: Children not accessing remotely will have a time lag of one week in order for learning to be recorded. Year 1 coverage				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Curriculum delivery</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</p>	<p>Comprehensive Curriculum mapping in place. In YR and Y2 specifically this is a strength.</p> <p>Learning is recorded including modelling in YR and Y2. Direct teaching time is given for pupils to complete tasks and assignments independently.</p>	<p>Learning is not recorded including modelling in Y1. Direct teaching time and time is given for pupils to complete tasks and assignments independently requires further monitoring.</p>		<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>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000</p>

accessibility for all pupils, including those with SEND.			accessible digital books for schools - free for any pupil with dyslexia or visual impairments
<p>Next Steps: Learning is not recorded including modelling in Y1. Direct teaching time and time is given for pupils to complete tasks and assignments independently requires further monitoring.</p>			

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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.</p> <p>The school provides feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.</p>	<p>In all classes the provision of feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate is strong. Feedback is linked to the learning skills that are being taught in that lesson. In addition, feedback is personalised for every learner in every piece of work submitted.</p> <p>In every lesson praise and celebration of learner successes are shared.</p>	<p>Increase the use of high-quality learning to share with all learners.</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 <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
<p>Next Steps: Increase the use of high-quality learning to share with all learners through scanning work/ snipping tool.</p>				

Capacity and Capability- Schools support staff to deliver high-quality remote education.				
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	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>	<p>SLT have access to the ICT Forum through the Remote Learning Lead sharing good practice and EBI.</p> <p>Headteacher and ELT Forum every other week to share advice and good practice.</p> <p>Trust ICT Lead supporting all SLTs and monitoring all use of technology.</p> <p>DFE/OFSTED Guidance updated on Team's site ongoing.</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>
Next Steps: To sustain				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2

<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.</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 completed training with Tablet Academy Training.</p> <p>Weekly Teams Meetings with SLT to support and provide further training if required.</p> <p>Coaching from remote learning lead responsive to need.</p> <p>Staff signposted to access quality online resources to support remote learning – White Rose, Oxford Owl, RWI, Read with your little Monster.</p>	<p>Issues with digital resources (Tapestry/ laptops)</p> <p>Supported ongoing</p> <p>As the remote learning develops identify if there are other online resources available to enhance engagement and learning.</p>	4	<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>Next Steps: As the remote learning develops identify if there are other online resources available to enhance engagement and learning.</p>				

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Strategic partnerships the school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>The school is working collaboratively with other Trust Leaders and external networks to share best practice, direct expertise judiciously and establish specific school networks e.g., APA, DELT, Trust IT Lead.</p>	<p>Further collaboration with EHA</p>	4	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • The EdTech Demonstrator Programme for advice and guidance on remote education, <u>including</u> 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
<p>Next Steps: Further collaboration with EHA</p>				

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

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	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations of pupils, parents, and carers</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</p>	<p>There is a clear expectation set for the pupils and parents:</p> <ul style="list-style-type: none"> Individual class timetables Individual Class Team Access <p>Routine and expectations are established</p> <p>Teaching staff are visible through the day and respond to communication from pupils and parents through feedback, main posts page, email, or live class story time.</p>	<p>Parental survey to validate SLT judgement.</p>	4	<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>

to submit assignments).	<p>Staff have responded to parental needs in timetabling learning throughout the day.</p> <p>Teaching supports pupils and parents through clear modelling of the learning intention.</p> <p>Clear instructional support has been created for parents to strengthen confidence, direct shared approaches of instruction and encouraging children to engage.</p>			The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.
-------------------------	--	--	--	---

Next Steps: Weekly surveys to be sent out to Staff, parents, and pupils to triangulate evidence of stakeholder voice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>School community events</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>Wonder Week challenges have been set for whole school children to complete.</p> <p>Whole school assembly for whole school linked to our Thought for the Week.</p>	<p>Sharing of Wonder Week with all classes.</p> <p>Whole school learning day off timetable linked to Mental Health Week. (Include reduced screen time)</p>	2	

Next Steps: Wellbeing packs correspond to Mental Health Week, reduced screen time for children during this week. Further consideration for whole school/ community events.

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

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.

Next Steps:

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>Staff are prompt at identifying and reporting concerns.</p> <p>Phone calls are made to follow up raised concerns.</p> <p>Visibility is checked through distributing learning packs or FSM Hampers.</p>	<p>Revised K.C.S.I.E in relation to Safeguarding and remote learning is required to be updated in the Child Protection Policy.</p> <p>All staff are required to reread Section 1</p> <p>My Concern is required to be accessible to all staff in all roles.</p>	3	<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>Online safety</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>During learning on an ongoing basis/ point of learning children are taught about keeping safe online.</p>	<p>Revised K.C.S.I.E in relation to Safeguarding and remote learning is required to be updated in the Child Protection Policy.</p> <p>All staff are required to reread Section 1</p> <p>My Concern is required to be accessible to all staff in all roles.</p> <p>Parental understanding of online safety needs to be addressed</p>		<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools
<p>Wellbeing</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>The Trust wellbeing lead supports vulnerable children requiring further support.</p> <p>Physical activity is undertaken daily by children.</p> <p>Direct phone calls to parents support their wellbeing and mental health.</p> <p>VWA has subscribed to compass which supports Domestic Abuse victims.</p>	<p>Monitor the proportion of learners who are vulnerable or who require further support.</p>	4	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

Next Steps: Monitor the proportion of learners who are vulnerable or who require further support.				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	A DPO supports GDPR The Trust IT Lead monitors systems and compliance in remote learning	Ongoing	4	GOV.UK provides guidance to support schools: <ul style="list-style-type: none"> with data protection activity, including compliance with GDPR to be cyber secure
Next Steps:				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Behaviour is addressed through learning time by class teachers. Expectations are clear and this has been shared with parents/ carers. Expectations for learning- e.g., HW		4	GOV.UK provides guidance on behaviour expectations in schools.
Next Steps:				

Feedback from staff surveys undertaken week beginning 18.01.2021 via Forms

Q1. What is working well with the remote learning that you are supporting?

Use of stream videos, access to online resources, learning the same at home as with the children in school
The differentiated work. The variety of work that children are doing. The shared workload amongst staff. Videos that explain work to Chd and parents. Parent contact & the opportunity for 1:1 session.
Knowing my role, constant contact with each other and everyone is supportive.
Using the videos to teach the children. They are engaged when they see their teaching staff and it is getting brilliant results. Interaction with parents through email and teams' calls is also working really well too. It is a nice way to talk face to face and engage the children too.
Splitting the workload between the three teachers, one completing topic videos and resources, one English and one maths is working well, giving people time to then create planning and resources needed to support the learning. The reading is working well with the children enjoying the story. The children are loving the topic work and the additional art and forest school ideas to complete at home. The whole school project ideas also create motivation and engagement for the children.
I have found the way that we use a rota system for the teachers has been effective - we have 2 teachers in with key worker children and the teacher at home is running the home learning. This has worked well as it does not mean we have to worry too much about remote learning as well as teaching. However, we are providing a daily story to our own class so that they get to see their teacher every day. There has been lots of positive feedback from this and it is something they look forward to each day.
The quality of work from the children who return work. The daily story time and engagement with the children on this. Linking home learning to school. Staff contacting parents not engaging.
Shared planning, split responsibilities, commitment from most parents.
Delegation and Collaboration as a Team, which means we can share the workload and the completion of videos and assignments. The use of Teams as a platform seems to be very good. The only difficulty being that some iOS versions do not support Class Notebook and there is no way round this according to tech support.
We are delivering lessons that mirror our medium-term plans and what the children in schools are learning. As well as the core subjects they are receiving topic work and the wonder week challenges. Although videos are having to be shared out between us because of teaching in school we are making sure that the children still get to see us through the area of learning that we are recording and through the morning welcome videos.

Actions as a result of feedback:

Q2. What effective teaching strategies are you transferring to remote learning? e.g., questioning, and reflective discussions.

Questioning is used throughout all of my videos. I pose a question and allow time for them to respond. My turn, your turn has worked well, I model and then ask the children to pause the video to have a go themselves. This provides the scaffold before they do their independent work. I have encouraged the children to be the teacher too when completing the activities, this has received positive feedback as the children enjoy being the teacher. The purpose of this is to be able to explain and reason their activities, this is sometimes easier when they are looking at somebody else's work (e.g., the parent, who we encourage to make mistakes on purpose).

Going deeper questions/activities on videos, in feedback on work handed in, questioning during daily reading sessions.

During the video input we are asking questions throughout and reminding them that they can pause the video at any point to think, reflect on prior learning, and discuss key points. We are still providing opportunities through maths for example to pause the video and try it first before completing worksheets.

Questioning - using a range of questioning on the videos. Talk to someone in the room and reflect. Reasoning. Use of ABC cards - which answer and why. Applying learning. Individual research.

all modelling on flipcharts, questioning, circle time at daily story time.

Always offering opportunities for reflective discussion of learning. This is prompted in the delivery of videos whereby children are asked to pause the videos and hold discussions with an adult, take time to think, or undertake practical activities to explore the learning. In Maths, we are encouraging children to use drawings, practical resources etc. to explore learning and then take pictures of this and submit it alongside the assignments. I have posted this to Teams and posed further questioning to all the class. AfL strategies are more challenging but providing in the moment feedback to children by posing further questioning over email / via Teams to extend their learning is possible. If children are working with an adult, this presents a wonderful opportunity to pose open questions; a variety of questioning techniques can be used e.g. Can you tell your adult how you know? Look at the example on the screen - what do you notice? Why is this wrong / What is my mistake?

Modelling that is supporting not only the children but the parents and their understanding of the learning that is required.

Ensuring questioning is involved in the videos which is effective. Many of the children think the videos are live and we can hear them. Catering for abilities groups has also been really effective in engaging the

children in the content. Reasoning activities are also involved in the videos to allow us to assess whether the children can apply their learning
Allowing the children thinking time to process their answers before talking to their siblings or adults to discuss the answer. Adding in questions to promote further learning in their feedback and providing links to websites to help them access deeper learning. Comprehension questions at the end of the story, asking the children to predict what might happen next, or who the main characters are etc. Differentiating learning outcomes for children with different videos and resources to support them. Asking the children to discuss their learning with an adult or sibling, how could they improve their learning? What do they need more support with?
When a child presents a piece of work, I always acknowledge their work with a smiley face and praise. If need be, I add a purple pen improvement
Actions/next steps as a result of feedback:

Q3. How are you able to scaffold/ model practice and opportunities to apply new knowledge?

Modelling is being provided through the video input and for the children with no access to technology we have snipped slides from the flipchart onto a word document so they can see this before completing work. We are scaffolding learning through differentiated worksheets, reminding children during maths lessons for example that they can use objects to support them in understanding concepts. We are still providing the see it, try it, apply and reason approach to mathematics. Writing is still a build-up of skills through the week to apply to an end point such as writing a letter. Greater depth challenges and purple pen opportunities are also being given
Modelling writing as part of the video. Highlighting misconceptions or pre-empting mistakes. Scaffolding writing. Differentiated videos and tasks set
Worksheets - used to model, differentiation by outcome, videos - modelling and reference to previous learning. New knowledge through sharing on videos
Scaffolding and model is used throughout all of the videos. E.g., In the maths lessons we have been using a part-whole model to look at addition. I modelled twice how we can use the model. I then started the children off and they completed the last section independently. When they return to the lesson, I model how they should have done it, giving them the opportunity to compare their maths to my own. This scaffolding enables to become more confident when accessing the independent follow-up activity. Modelling and scaffolding is also provided in the guided writing sessions. At the beginning of the week, I start off with me writing a word (with their support throughout through questioning) and the children then writing /copying this word. The next day we discuss a word at a time, but they write a word and then check against my own, working on 1 word at a time. The next day we discuss the sentence at the beginning and the children write the whole sentence independently and check against my sentence afterwards. The final day, they think of the sentence independently and we provide some sentence examples. Both of these uses of scaffolding have been very effective to enable the children to access the

work independently by the end point. When providing the scaffolding strategy, I focus on the me-we-you technique. This can apply to remote learning just like in school.
Most scaffolding is done using the resources provided or the interactive whiteboard. So, providing a writing temple for example with different levels of guidance for the children allowing some to access the support they need while not preventing others to express themselves and work at a deeper level. In addition, using concrete, pictorial and abstract models in maths to support learners. Adding challenges or additional questions for those children who want to deepen their learning.
I am able to successfully scaffold through the use of flip charts to model the learning process for the children. We then provide an activity in which they can apply our scaffold.
With handwriting for example, I will show the children which letters should be fall, small and tall or a reminder to write on the line. Maths number formation to be written correctly and alternative methods to use to help them depending on the task that has been set.
Through verbally explaining concepts of learning old and new. E.g., reminding children to remember CL. Showing this through modelling 'what a good one looks like'.
By mirroring on flipcharts exactly what we would do in the classroom
Actions/next steps as a result of feedback:

Q4. How are you delivering feedback to learners?

Written feedback is given to every piece of work and praise is given during morning welcome and story time
Via marking. Giving opportunities for children to revisit their work and check it. Purple pen (telling them to correct a spelling or punctuation etc).
Once the children have presented a piece of work, I will mark it always with praise and any constructive comments to help them improve their work when needed
Through comments on Tapestry on their photos and videos of the specific learning tasks. Also, through teams' meetings with parents and children to speak one: one providing encouragement for both children and parents on the learning. Email is another way to support parents in providing the activities. Also, I have been awarding home learning awards via email to reward the children's successes in home learning
Written feedback via one of the year 1 team. Morning videos by the class teachers, giving whole class feedback and motivation.
During the lessons I always ask questions and address some common misconceptions they are likely to have. This is a generalisation feedback, presuming the mistakes. My lessons include time for them to work independently and then come back to the lesson and check their work against mine, this works as

self-assessment. Self-assessment is also beneficial with prompts on the screen, e.g., in guided writing I use a toolkit for them to check they have included all of the sentence features. Every piece of work is replied to with specific feedback for what has gone well
Replying to each assignment via TEAMS. Feedback during daily story time, Feedback via emails if work sent that way. Call's home.
'Feedback' form online when work is handed in
By working as a team in year group, we are picking up / monitoring learning as it is submitted and then returning this to children with feedback. This feedback is constructive and suggests a next step to extend learning, deepen understanding or ask the child to look at something again. Feedback picks up on what the child has done well and makes constructive points for moving forward. We are giving a lot of positive feedback to children to motivate and encourage at a difficult time for them. We are posting examples of exemplary learning on our Teams posts in order to 'display' and celebrate work. Questioning via teams or email has proved effective in extending learning and presenting feedback. The feedback comment section in Teams is being used. Misconceptions are addressed in Morning Videos, follow-up lesson videos, even at Story Time (the latter presents the chance to interact with the children directly)
Feedback is being delivered through the comments box on the assignment, including comments asking them to go back and check aspects of their work. I have also used the comments box to ask questions for them to delve deeper into what they are doing, e.g., what do you notice about your numbers in the calculations? Can you remember the special word for this? We are also commenting on things that have gone well overall/providing positive praise during the next lesson video
Actions/next steps as a result of feedback:

Q5. What is your Even Better if?

Just managing the work at home and in school. Feeling torn between the class at home and the class in school. Not sure what the answer is, but those are my thoughts at the moment.
Group teaching sessions especially for reading. Live teaching of maths and English to clear misconceptions. Q&A opportunities for parents. Seeing the children. Live 'Circle time'
The replies I am giving on their work is mainly positive, my thinking behind this has been I always explain what I'm looking for in the video and give them the opportunity to reflect on whether they have done what I was looking for. I do make some comments on next steps on all the work that requires this, but it will be beneficial to include next steps in these comments more frequently. I will focus on the 'praise sandwich' technique so that the feedback is received positively.
If we were all at school.
More children attend story-time

Supporting those that are not engaging, although emails have been sent out to make contact and work has been provided to some children by email or paper pack if they cannot access teams.
If we could see the children's faces at story time
More project and creative learning which children love. More engagement in daily story time and engagement from some children with home learning.
It seems to work really well. Don't know how we make it even more interactive in a live sense? Monitoring in some way who is watching the videos e.g., Edpuzzle does this - don't know if Stream can do this?
Actions/next steps as a result of feedback:

Q. What is other research telling us about the most effective Remote Learning practice?

EEF rapid evidence review:

- ✦ **Teaching quality is more important than how lessons are delivered**
- ✦ **Ensuring access to technology is key, especially for disadvantaged pupils**
- ✦ **Peer interactions can provide motivation and improve learning outcomes**
- ✦ **Supporting pupils to work independently can improve learning outcomes**
- ✦ **Different approaches to remote learning suit different types of content and pupils**

Actions/next steps as a result of research/ linked to school survey responses: