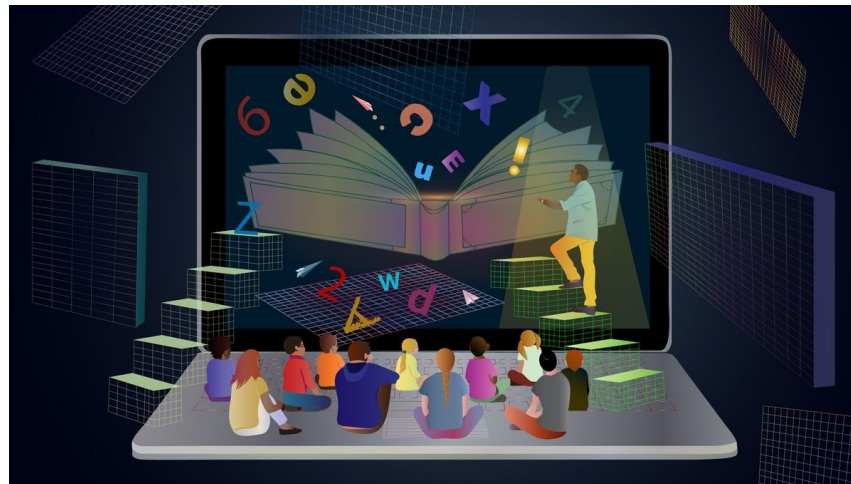


Remote Learning Self Review



AIMS

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

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

Approach	Strengths and Gaps	Resources
Remote education plan There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.	<p>There is a Continuity of Learning Policy for each school in The Stour Federation Partnership.</p> <p>Remote education isn't just digital learning. Paper packs, exercise books and any practical resources are delivered/collected for all children.</p> <p>All classes upload a weekly timetable to Seesaw and the school website. All classes provide a more detailed daily timetable.</p> <p>All children in school are taught the same curriculum as the children at home.</p> <p>SEND pupils are given differentiated work if they cannot access the work the rest of the class are doing.</p> <p>Vulnerable children are encouraged to be in school every day. but those that are not will access the remote learning, with additional virtual support where required.</p>	<ul style="list-style-type: none">• Seesaw• Loom• Oak Academy• White Rose Maths• Mathletics• Numbots/Times Tables Rockstars• Spag.com• Accelerated Reader

<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>All governors, staff, parents and carers are aware of our approach and arrangements for remote learning.</p> <p>Governors have approved the Continuity of Learning Policy.</p> <p>Parents and children are used to using Seesaw and the online platforms for English and Maths as they provide the regular core home learning offer.</p> <p>Parents have received guidance for Seesaw and Google Meet. This information is available on the school website. The school will support with any technical assistance, as far as is practicable.</p> <p>Weekly letters to parents will enhance communication. Governors and staff also receive copies.</p> <p>Weekly Update sent by Executive Headteacher every Friday.</p> <p>Leveraging Digital is a regular section in reports to the Trust Board.</p>	<ul style="list-style-type: none"> • Documents on the school website and highlighted in newsletters and weekly letters • Regular phone calls by staff to parents requiring support • Use of SchoolPing to communicate with parents • Letters and staff briefings sent regularly
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p>	<p>The school has systems in place to monitor the impact of remote education for children and parents, including telephone and email feedback, Seesaw posts and Google Forms surveys.</p>	<ul style="list-style-type: none"> • Google Forms Surveys • Seesaw • Positive feedback shared with staff • Negative feedback evaluated by Leadership

<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>Teaching Assistants are regularly required to cover the teacher with the small groups in class bubbles while the teacher records Loom Videos and posts resources. Teachers can work from home.</p> <p>Teaching Assistants are required to support teachers by providing remote learning feedback to children via Seesaw.</p> <p>Regular Leadership and SLT conversations regarding staff workload.</p> <p>Staff meetings restricted to essential work.</p> <p>Office Managers are made aware of any staff changes needed.</p> <p>Office staff make the Leadership Team aware of absence concerns.</p>	<p>Team</p> <ul style="list-style-type: none"> • Rotas between teacher and teaching assistant, including teachers home working.
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<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>The Stour Federation has adapted remote education provision based on research from Ofsted, the EEF and feedback from teachers and parents when bubbles had to isolate for 14 days in the Autumn term.</p> <p>Teachers and teaching assistants will only be supporting the children in their usual class bubble, so they know strengths, weaknesses and learning habits really well.</p> <p>Teachers and teaching assistants have received training on metacognition and self-regulated learning.</p> <p>Pupils who might lack digital access to support the remote education provision are supported by school by providing them with a Chromebook. Access to Technology survey undertaken in Autumn 2.</p> <p>Digital learning is complemented by paper packs for offline work.</p> <p>Weekly and daily timetables are published to support families to manage their time effectively, including where a screen isn't necessary, e.g. reading, physical exercise.</p>	<ul style="list-style-type: none"> • Access to Technology Survey analysis • Chromebooks from DfE, charities and donations. • Mobile data to be supplied to families • EEF Metacognition and Self-regulated Learning report and staff meeting slides/notes • Regular phone calls and Google Meets in order to support children understand their strengths and weaknesses in order to improve learning
<p>Laptops, tablets and internet access</p>	<p>All children have paper packs (including exercise books where appropriate) for remote learning.</p>	<ul style="list-style-type: none"> • Access To Technology survey analysis and meetings to prioritise devices based on

<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>Our approach means that a mobile phone and tablet can be used to watch teacher video tutorials and access Seesaw.</p> <p>Pupil homework is regularly set online, which is accessible on a phone and tablet.</p> <p>Local charities have been approached to help supplement the DfE allocation of devices.</p> <p>Signed up to Vodafone 150x 30gb SIM cards scheme in Autumn 2.</p> <p>Promoted and submitted requests from parents for extra data from their mobile phone provider.</p>	<p>access, disadvantage, number of children in the household etc</p> <ul style="list-style-type: none"> • Chromebooks from DfE, local charities and GoFundMe fundraising. • Chromebook User Agreement • ICTDS Chromebook licensing and configuration • Weekly phone calls where no engagement in case of technology limitations • Extra Data response form for parents • Vodafone SIM cards
<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>Children with Pupil Passports in mainstream will receive differentiated work if they are unable to access the work that has been set for the rest of the class.</p> <p>Children who are vulnerable are encouraged to be in school full time.</p> <p>The SENCO and SEND teaching assistants keep in regular contact with children.</p>	<ul style="list-style-type: none"> • Oak National Academy provides resources for teachers to support children with additional needs • SEN staff communicating with parents • TAs and teachers to maintain contact via Seesaw, telephone or Google Meet each week

<p>Monitoring engagement</p> <p>The school has systems for checking whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>Teachers check daily whether pupils are engaging with their work and inform parents/carers and school leaders immediately where engagement is a concern.</p> <p>Teachers and teaching assistants provide feedback to the children either on Seesaw, whole class feedback via video or live on Google Meet.</p>	<ul style="list-style-type: none"> • Seesaw • Google Meet • Loom
<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>All children in school and at home will receive their appropriate length of lessons and a range of subjects.</p> <p>Parents are aware of government expectations as to how many hours of learning should be provided each day through weekly letters.</p> <p>Staff are aware of government minimum expectations for remote learning via email updates.</p>	<ul style="list-style-type: none"> • Weekly timetables • Daily timetables • Letters to parents • Weekly Updates
<p>Curriculum planning</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</p>	<p>Each school has a clear, well sequenced curriculum, which will be taught to children in class and those working remotely.</p> <p>Staff are permitted to swap topics around if one is more conducive to remote learning than another.</p>	<ul style="list-style-type: none"> • Loom • Google Meet • Cornerstones • White Rose Maths • Teaching, Learning and Curriculum Policy • Oak Academy

similar but adapted or one that is completely different.	Live and prerecorded assemblies take place via Heads of School, the Executive Headteacher and local clergy.	
Curriculum delivery 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 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.	Each school has effective systems in place to support remote learning, which were tested during bubble closures in Autumn 2 and are based on applications used regularly for home learning. They are aligned across the partnership to allow staff to support each other. Our remote learning includes recorded lessons, direct teaching time from other educational providers, online independent home learning platforms and time for children to complete the tasks. Each school uses their own systems to support effective communication and accessibility for all pupils, overseen by the SENCO.	<ul style="list-style-type: none"> • Loom • Cornerstones • White Rose Maths • Seesaw • Mathletics • Numbots/Times Tables Rockstars • Spag.com • Accelerated Reader • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum
Assessment and feedback The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.	Teachers and teaching assistants provide feedback, at least weekly using Seesaw voice recordings, written comments or whole class video feedback on Loom. Google Meets are used to regularly gauge how well groups of children are progressing.	<ul style="list-style-type: none"> • Written, audio and video feedback on Seesaw. • Telephone conversations where work is not completed or at an adequate standard • Analysis of Google Forms quiz responses • Mathletics scores • Numbots/Times Tables Rockstars scores • Spag.com scores • Accelerated Reader scores

<p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Teachers have received training on how to use Google Forms to make low stakes quizzes to assess learning.</p> <p>Online platforms give immediate feedback for correct and incorrect responses.</p> <p>Data from online platforms give further indications to progress and misconceptions.</p> <p>Answer booklets are available on the school website so children can self-mark.</p> <p>Every Friday teachers can present children with a remote learning certificate and video recorded by the Executive Headteacher.</p> <p>Regular awards for AR Word Millionaires, Mathletes of the Week and Rock Heroes continue to be presented virtually.</p>	<ul style="list-style-type: none"> • Google Meet • Answer booklets on the school website • Award Loom videos and certificates
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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>	<p>Teaching staff are aware of resources available to support remote learning.</p> <p>Staff have received evidence-based information about remote learning:</p> <ul style="list-style-type: none"> • Ofsted review of remote learning evidence (January 2021) • EEF Rapid Evidence Review (April 2020) 	<ul style="list-style-type: none"> • Teaching, Learning and Curriculum Policy • Ofsted research on remote learning • EEF research on remote learning • GOV.UK provides a good practice guide to support schools in their delivery of remote education.
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	<p>The ICT Leader is an expert teacher in remote learning for our consortium of 16 schools.</p> <p>The Computing Curriculum Team has remote learning evidence-based practice as a key priority in the Trust's Sustained Improvement Plan.</p> <p>Existing pedagogical principles in our Teaching, Learning and Curriculum Policy are relevant for remote learning:</p> <ul style="list-style-type: none"> • Rosenshine's Principles of Instruction • Making Every Lesson Count flowchart • WalkThrus 'Explanation and Modelling 	
<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>Staff have access to the digital resources and tools that we need to teach and support pupils remotely, many of which have been used for many years and they are therefore both confident and competent.</p> <p>Staff have had recent training on the use of Google Forms to create low stakes quizzes.</p> <p>Many staff are Seesaw Ambassadors.</p> <p>There is a culture of collaboration, so staff are able to ask each other for help when required.</p> <p>The ICT Leader is an expert teacher for the consortium of 16 schools.</p>	<ul style="list-style-type: none"> • Chromebook • Loom • Seesaw • Mathletics • Numbots/Times Tables Rockstars • Spag.com • Accelerated Reader • Cornerstones Curriculum Maestro • White Rose Maths • Google G-Suite • Consortium Expert Teacher • Computing Curriculum Team • Seesaw Ambassadors

<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps.</p>	<p>The Stour Federation Partnership supported other schools with their remote learning provision during the first lockdown in March - July 2020 and continues to do so now, e.g. sharing Continuity of Learning Policy, setting up Seesaw, G-Suite and Loom.</p> <p>All schools in The Stour Federation Partnership have access to the same online platforms and resources using Google G-Suite.</p> <p>The ICT Leader and Computing Curriculum Team support staff across the partnership.</p> <p>The Executive Headteacher was on the LA's remote learning task and finish group for remote learning strategy and operation.</p> <p>The Stour Federation Partnership works with Warwickshire ICTDS for G-Suite, wifi and hardware configuration.</p>	<ul style="list-style-type: none"> • ICT Expert Teacher • Computing Curriculum Team • Seesaw Ambassadors
<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</p>	<p>Parents and carers have clear guidance on how to support pupils at home. Those that struggle are able to contact school.</p> <p>Information regarding remote learning can be found on the school website.</p>	<ul style="list-style-type: none"> • Calls home • School website • Weekly letters to parents

<p>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>Children understand how they can participate in remote learning from the daily timetables.</p> <p>Weekly letters to parents keep them updated with expectations.</p>	
<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>Children are invited to regular Google Meets with their peers, teacher and teaching assistant.</p> <p>There are regular virtual assemblies.</p> <p>Onside Coaching have been commissioned to provide interactive fitness videos</p>	<ul style="list-style-type: none"> • Google Meet • Virtual Assemblies - live on Google Meet and prerecorded on Loom • Onside Coaching
<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>Parents and carers are able to raise any safeguarding concerns at any time.</p> <p>School has clear safeguarding protocols in place to ensure pupils are safe.</p> <p>School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns.</p>	<ul style="list-style-type: none"> • Weekly phone calls and emails • Effective communication with staff in school • DSL Termly meetings • Child Protection and Safeguarding Policy • Staff Behaviour Policy (Code of Conduct)
<p>Online safety</p>	<p>Online safety is taught and promoted in school.</p>	<ul style="list-style-type: none"> • Online Safety Policy • Online Safety lessons • Pupil Acceptable Use Agreement

<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>Children are set online safety activities as part of their timetable.</p> <p>Any concerns and queries are directed to the Executive Headteacher, who has EPICT Online Safety certification.</p> <p>Our Online Safety Policy, Pupil Acceptable Use Agreement and Staff Behaviour Policy continue to apply as always.</p> <p>Chromebooks issued to children have Smoothwall cloud filtering.</p>	<ul style="list-style-type: none"> • Staff Behaviour Policy (Code of Conduct)
<p>Well being</p> <p>Leaders, teachers and pupils are aware of how to spot potential well being or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one particularly for those that are most vulnerable.</p>	<p>Staff are aware of potential well being problems. They are aware to let the Pastoral Manager, Mental Health Lead, SENCO or Head of School know if there are concerns around wellbeing and mental health.</p> <p>Shipston Primary have staff trained in the Thrive approach.</p>	<ul style="list-style-type: none"> • Pastoral Manager • Mental Health Lead • Heads of School • SENCO • Thrive
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>The school has all the relevant GDPR policies and procedures in place.</p> <p>Data Protection Impact Assessments have been completed on new software used for remote learning.</p>	<ul style="list-style-type: none"> • Data Protection Officer Service • Data Protection Policy • Privacy Notices • DPIA

<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Each school's Behaviour and Discipline Policy applies. The same rules apply as when we teach the children in school. Staff to make parents aware about any inappropriate behaviour.</p>	<ul style="list-style-type: none"> • Behaviour and Discipline Policy
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