

Review of The Saints Academies' remote education provision



January 2021

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Review date: 22/2/2021

Framework

Leadership

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

Scoring

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>Remote education plan</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</p>	<ul style="list-style-type: none"> Each academy's provision is led by their Senior member of staff following consultation with Exec Head. LAC kept up to date on Governor Hub. All letters to parents shared. Websites contain details of provision e.g. weekly timetables. 	<ul style="list-style-type: none"> Microsoft Teams learning platform is currently being set up at all three academies. Morning 'meetings' currently being trialled at each academy for KS1 and KS2 pupils at home with their class teachers. 	3	<p>To help develop your remote education plan:</p> <p>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</p>

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<p>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>	<ul style="list-style-type: none"> • Pupils at home follow the same timetable of lessons as the pupils in school. • Staff are utilising online tools to support teaching the curriculum. White Rose maths videos, Oak Academy, Oxford Owls, Twinkl Go, Discovery Education, Tapestry, Purple Mash, narrated power points. • Paper packs and remote learning provided. 			<p>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>Communication</p> <p>Governors, staff, parents and carers are aware of the school's</p>	<ul style="list-style-type: none"> • Letters to parents have been frequent and have clearly communicated what provision they can expect during the lockdown period if their child is not in school. • Regular communication with parents and class teachers 	<ul style="list-style-type: none"> • Morning greetings are developing to strengthen the communication links with the pupils currently learning from home. 	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>

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approach and arrangements for remote education.	<p>through daily e-mails and feedback.</p> <ul style="list-style-type: none"> • Weekly worship for all pupils to join via Zoom at each academy. • Headteacher half termly challenge for all pupils at all three academies 15-01-21. • Letters are shared with the LAC in the COVID file on Governor Hub. • Initial meeting with SLT regarding provision on 5-1-21. SLT shared with staff at staff briefing the same day. • Expectations are clear for all. 			<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>
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to 	<ul style="list-style-type: none"> • All three schools have the support of TTE students currently which is being utilised to deliver learning to those pupils in school. • Highly skilled TAs across all three academies who are supporting the teaching of small groups in school and helping to produce paper packs. 	<ul style="list-style-type: none"> • Staff workload during this time is an issue in our academies. Not having a large staffing pool to draw from, it falls on teachers to provide teaching and learning for pupils at home as well as those currently in school. 	3	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce

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<p>mitigate against it</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Staff are given a day to work from home in a bid to support workload issues and to give them a break from being in school. 	<ul style="list-style-type: none"> • Larger numbers of pupils currently in all three schools compared to the previous lockdown. 		<ul style="list-style-type: none"> • remote education good practice

Remote education context and pupil engagement

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

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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 	<ul style="list-style-type: none"> • Being such small schools we have excellent knowledge of our families and their situations. • Families all asked to communicate their preferences with regard to paper packs/online learning prior to the lockdown. • Parents also asked to select their preferred communication tool in the initial letter home following the lockdown announcement. • Families asked if they need IT support in the form of laptops etc. • Mental Health and physical activities provided to support the holistic development of our pupils in school and at home. • Methods in school replicated at home with regard to 'brain breaks' using Go Noodle, Just Dance, Cosmic Yoga etc. • Worship resources from the LDBE are being used at each academy to support the pupil's spiritual development. • A form has been produced for staff to fill in detailing conversations/communications with families who are not currently engaging in the home learning and what plans are put in place to improve this. • Some vulnerable families across our academies who had chosen not to send their children in have been 	<ul style="list-style-type: none"> • Currently awaiting details of our laptop allocation, if indeed we qualify! • Laptops in two academies are programmed to only work on the school network which makes loaning them our very difficult. 	<p>4</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>contacted and offered a full time place at school, which most have taken up!</p>			
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<ul style="list-style-type: none"> Parents consulted about IT situation at home. Laptops offered where possible and where we have allocations. Parents have selected their preferences for home learning with regard to online and/or paper packs. Most have chosen paper packs or combination of both! Some families have been contacted and encouraged to send their children into school. 	<ul style="list-style-type: none"> Limited number of devices that we can currently loan out to families. Two of our schools were only allocated one device during the last lockdown. St P's were not allocated any. Laptops at two schools are set up to only work on the school network which makes loaning them out impossible. 	2	<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>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right</p>	<ul style="list-style-type: none"> Work set is differentiated and sent to 'groups'. Resources are provided in the packs to support pupils with SEND. E.g. Numicon, Alphabet arcs, cubes, counters. Programmes subscribed to by schools are used at home by some pupils e.g. Nessy, Reading Eggs, Maths Seeds, Purple Mash 	<ul style="list-style-type: none"> Some SEND pupils are currently not attending school and planned, bespoke intervention cannot be delivered, this will widen gaps further. 	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>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>	<ul style="list-style-type: none"> Some SEND pupils encouraged to come into school. 			<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>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>	<ul style="list-style-type: none"> A template sheet has been produced 8/1/21 and shared with staff 11/1/21 for them to fill in with information about families who are not currently engaging with home learning and who haven't responded to the daily e-mails or submitted work. A file has been produced in each school to keep these records as evidence of our communication and interaction with those families. When e-mails are not responded to, the staff are calling the families. If they do not respond to class teachers then Exec Head will contact. Home visits will be carried out if necessary. 		4	<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>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology</p>	<ul style="list-style-type: none"> Support is provided for families who are struggling to access the remote live sessions. Phone calls home and interactions with teachers via e-mail are taking place to support and 	<ul style="list-style-type: none"> It is very difficult to provide training for pupils who are at home to use Teams and Zoom. Some families are struggling to engage with live sessions 	3	<p>Where technology is used to support the school's remote education provision, schools should consider providing</p>

effectively for remote education, including assistive technologies for pupils with SEND.	provide advice for parents and pupils.	due to sibling using the device all day for their remote learning.		practical support and guidance to pupils on how to use the technology.
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Curriculum planning and delivery

The school has well-sequenced curricula that support ‘hybrid’ teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

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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 	<ul style="list-style-type: none"> • The timetable provided details the teaching for the week. This mirrors the teaching that will be taking place in school. • All subjects are covered over the week including daily English, Phonics and Maths lessons. 	<ul style="list-style-type: none"> • Some pupils are not using the narrated power points as they would necessarily in school. Rather than following the power points through they are picking and choosing which slides to look at. 	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>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>	<ul style="list-style-type: none"> • The curriculum in school is the same as that provided to the pupils at home. • All subjects are covered over the week. • Weekly worship takes place via Zoom at all three schools. • The same resources are used in school to those at home e.g. White Rose, LDBE, Oxford Owls etc. 		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>similar but adapted or one that is completely different.</p>				
<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 as 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>	<ul style="list-style-type: none"> • White Rose planning and videos are used for Maths both in school and at home. • Some phonics lessons are recorded by the class teachers or videos from YouTube are used to support the teaching of phonics. • Narrated power points are being used to ensure pupils at home are being given the necessary guidance on tasks. • 'Welcome to the day' meetings are being carried out in KS1 and KS2 using Teams. This provides contact with the class teacher and peers in school and also sets the pupils up for the learning for the day and answers any queries. • Microsoft Teams digital platform has been signed up to at All Saints' and training has taken place. St Peter's and St Augustine's have also signed up and are in the process of transferring data across. • 	<ul style="list-style-type: none"> • Nothing can possibly replace face to face teaching but we are confident what we are providing is quality work and follows the curriculum in school. • Technology cannot be used by all children to complete tasks daily and paper packs are necessary. These are time consuming and a huge and expensive resource for staff to produce each week. • Paper orders have gone through the roof at each academy" 	<p style="text-align: center;">4</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 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</p>

<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>	<ul style="list-style-type: none"> • In our initial letter to parents, detailing the provision they could expect, we explained that the feedback on work would be provided on a weekly basis as teachers have pupils in school. • 'Welcome to the day' live sessions are proving a good way of providing information about the day's learning and also feedback from the previous day. • Phone calls home are made once a week by class teachers where parents have requested this form of communication. 	<ul style="list-style-type: none"> • Some teachers are being contacted frequently during the day with queries and questions from parents. This is adding to workload. • Some families are sending lots of work back each day and teachers feel they need to comment on this work. Again, this is adding to workload. 	<p style="text-align: center;">3</p>	<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>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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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>	<ul style="list-style-type: none"> I have to say that I know the guidance inside and out because of it being constantly updated and me spending hours reading it! Everything of relevance is shared with SLT who then share with staff at the weekly briefings. I try not to overload the staff with constant e-mails with hefty documents attached for them to read so I try and break these down in order of importance and highlight the necessary sections to read in long documents. 	<ul style="list-style-type: none"> It is tricky to keep on top of everything when the guidance changes so frequently. I feel like I spend so much time reading! 	4	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p>	<ul style="list-style-type: none"> Microsoft Teams learning platform, as previously mentioned is currently being 'set up' at each academy. All Saints have had their initial training. EM/JG/RW attended. The training was recorded so the remaining staff can access it. Our staff are amazing at just 'having a go'. They are currently learning quickly how to set up Teams and Zoom meetings and 	<ul style="list-style-type: none"> Being such small schools we don't have IT technicians and specialists at our disposal and so staff are learning 'on the job'. This all adds to workload! Some staff are more confident than others but everyone is trying so hard! 	3	<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</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>working within the boundaries of our very dodgy WiFi!</p>			<p>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>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like</p>	<ul style="list-style-type: none"> • Our three academies work very closely together and collaboration and collegiality is a strength of our Federation. • Staff share their work/resources with our sister academies. • Our MAT is a huge support and good practice is always shared and calls for help always answered! 		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

the EdTech Demonstrator Programme and curriculum hubs.				to embed practice across MATs <ul style="list-style-type: none">• 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
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Communication

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

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<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 to submit assignments).</p>	<ul style="list-style-type: none"> The daily e-mails from staff clearly direct the parents on how they can support their pupils at home. Parents have also been told they can e-mail staff or call the school if they need support or have any queries. The timetable provided for the week gives a clear structure of the days ahead and the timings suggested for each task/lesson. Work is submitted via e-mail or Tapestry (EYFS). The websites provide information/resources/links to other online tools that parents can use, particularly regarding Mental Health and Wellbeing and Internet Safety. 	<ul style="list-style-type: none"> Not all work set daily is uploaded to the website but we feel this is not necessary. All schools to upload the weekly timetable in the home learning sections of the websites. Not all pupils are sending work back to the class teachers. Some families are struggling to access the videos and narrated PowerPoints and welcome to the day live sessions due to not having enough devices at home. 	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>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>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain</p>	<ul style="list-style-type: none"> Welcome to the day sessions are being trialled wb 11/1/21. These are working really well so far and are well attended! Weekly celebration worship via Zoom at all three academies is taking place from wb 11/1/21. 		4	

a sense of community and belonging, especially disadvantaged and SEND pupils.	<ul style="list-style-type: none">• All families invited to join the Headteacher's challenge session on 15/1/21.			
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Safeguarding and wellbeing

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

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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>	<ul style="list-style-type: none"> • A live lesson protocol/agreement has been written and parents and pupils are signing this via Parent Pay at all three academies. • A live lesson policy has been created and is on the academy websites. • SUAT are currently producing a MAT live lesson policy. • As previously mentioned, a form is now being used to evidence the communication with those families who are not engaging with learning and/or regular contact with school. 	<ul style="list-style-type: none"> • Agreement to be put on Parent Pay for parents of pupils at all three schools to sign. 	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>	<ul style="list-style-type: none"> • Guidance shared with staff. All live sessions are taking place whilst staff are in school. • Internet Safety area on each academy website updated regularly. 		4	<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</p>	<ul style="list-style-type: none"> • Government document shared with staff at briefing on 18/1/21 – pages 52-54 pupil wellbeing during remote education. • Teachers know their pupils incredibly well and are therefore 	<ul style="list-style-type: none"> • Barriers to this are when families are not engaging in learning or contact with the teachers. 	4	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

<p>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>able to spot signs of potential distress and wellbeing concerns.</p> <ul style="list-style-type: none"> • Some 1:1 Teams sessions are taking place with vulnerable and SEND pupils. • Phone calls home to those not engaging in live sessions. 			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<ul style="list-style-type: none"> • Data Protection Officer at SUAT and Data Protection Manager in each academy. 		4	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
<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>	<ul style="list-style-type: none"> • An agreement for expectations during remote learning and permissions for pupils to take part has been created. 	<ul style="list-style-type: none"> • Agreement to be signed by all parents across all three academies via Parent Pay. 	4	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

