Remote Learning at Fordbridge

Reviewing our current provision

As a school, we are always looking for ways to enhance the learning of our pupils. The following review of our remote learning experience demonstrates areas we feel are particular strengths, along with ways we will continue to develop and improve the package on offer.

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
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.	Class Dojo / Tapestry allows teachers to seamlessly continue to provide the well-planned and sequenced curriculum that is taught in school when transitioning to remote learning. Lesson resources are all transferable using the platform, so the taught learning journey is in no way affected by remote learning. Clarity is achieved by sharing the WALT and an audio or video instruction from the teacher. Pupils access teaching that is in line with the school curriculum when remote learning. The lesson slideshow and modelling resources are used alongside the teaching input from pupils' class teacher to record a teaching video/audio or interactive slideshow. This is shared with pupils using Class Story.		5	To help develop your remote education plan: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education. GOV.UK has brought together school-led webinars to share best practice in setting up remote education. For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees. Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.

Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Remote education was the CPD priority over the autumn term. A staff meeting and subsequent follow-up meetings with staff have ensured that all staff are confident and aware of the expectations for remote education. Parents have been contacted regularly to explain the remote education approach and with video and visual guides showing how to get set up. We have a dedicated page on the school website to support all stakeholders. Parents who are not connected or engaging with the system are contacted weekly by the class teacher and paper copies given. Messaging tools allows for direct, regular contact with families through Class Dojo. All systems and documentation have been shared with our governing body and Q&A recorded in the minutes.	Ensure systems for remote learning in EYFS are shared with Governors.	4	Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • 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	Staff workload is a high priority and steps have been taken to reduce this: Pre-prepared Oak Academy lessons can be used for foundation lessons. The teacher leading remote learning works from home that week, with no face-to-face teaching responsibility. SLT have access to all class and are able to monitor and evaluate on a daily basis. Technical issues are resolved by a specified member of staff, rather than teachers. Staff sickness and absence, and that of pupils in school are recorded through the school procedures in place. Pupil remote learning attendance and engagement are logged through Class Dojo / Tapestry . This is then used to contact parents where engagement is a concern to support families in engaging with remote education.	Teachers do not always use the most efficient methods, leading to slightly increased workload. Following remote learning monitoring by a member of SLT (19/1), best practice will be shared for working more efficiently across the school.	4	GOV.UK provides the following guidance: • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • actions for schools during the coronavirus outbreak • remote education good practice

Remote education context and pupil engagement

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Home environment The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home. The school supports pupils on how to self-regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	A questionnaire was sent to all families early this academic year to build a clear picture of home learning environments. The school inclusion team is in regular contact with families that may need further support. Engagement is checked regularly and the vast majority of pupils are accessing the remote learning platform. Those who are not are provided with paper-based alternatives that are still in line with the school curriculum and are contacted weekly by their class teacher. A weekly zoom is organised where staff can see children in their home environment.	Some pupils are struggling due to the sudden and abrupt move to independent learning. The school's remote learning lead is creating and providing short videos that explain and model metacognition strategies to support pupils to manage their own learning and adapt to the new arrangements.	4	The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment. Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet. The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.

Laptops, tablets and internet access Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.	A questionnaire was sent to all families early this academic year to build a clear picture of home learning environments. We were successful in applying for 97 laptops through the 'Get Help With Technology' and pre-paid SIM cards. Five families do not have the internet in order to connect a device / two of these families are in school – the remaining three, we are providing paper copies of the work. 22 families have no device at all in the home to access remote learning / 14 of these families have been given a laptop and 8 of these families are in school. Overall, we have given out 82 laptop devices to families to support with remote learning and 8 data SIM cards.		5	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. 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.

Supporting children with additional needs 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. 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.	We differentiate and scaffold work to suit all learners, particularly pupils with SEND. All parents of pupils with SEND have regular contact from their class teacher and school SENCO to support their remote education experience. Pupils with SEND are provided with additional paper copies of work if this is identified as beneficial to support their individual needs.		4	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. The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children. Oak National Academy provides resources for teachers to support children with additional needs.

Monitoring engagement The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.	Pupil remote learning attendance and engagement are logged through Class Dojo / Tapestry . This is then used each week to contact parents where engagement is a concern to support families in engaging with remote education. We offer weekly whole school challenges to support engagement. These are easily accessible to all ages and family members. Champion Trier awards are given weekly for home learning and those in school. This is given through a virtual assembly by the Headteacher or Deputy Headteacher.	A small number of pupils are connecting to the platform, but not engaging with the work. This will be monitored and strategies put in place to increase engagement across the school.	4	Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance. EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.
Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	All teaching is carried out through voice or video recordings to ensure that all pupils can access the learning. Our remote education platform includes options for pupils to submit voice recordings or video to explain their understanding where written language is a barrier to learning.	Assistive technologies for pupils with SEND is an area we are currently developing, drawing on advice from the local SEND network.	4	Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.

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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	Questions and other suitable tasks are shared using the Portfolios feature and pupils are able to interact with the resources when completing their independent task. The class teacher receives completed work and provides live feedback to pupils every lesson. This may be in the form of additional explanation or support or signposting pupils to key points in the pre-recorded teaching input that may have been missed or not understood at first.	A consistent approach to recording ongoing pupil progress would be beneficial to support the transition back into school. Further SLT monitoring feedback to children and the impact this has.	4	GOV.UK provides guidance on: • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.

Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum: • 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	Pupils are taught a daily lesson over Class Dojo / Tapestry in maths, English and reading, along with a foundation lesson in line with our broad and balanced curriculum. They receive above the minimum hours, including weekly: • PE live virtual lesson; • Online music lesson; • Teachers reading to the children. Pupils also complete a number of independent tasks using software and platforms the school have a subscription to, such as times tables and spelling practise, reading activities, alongside daily exercise, reading and handwriting. This daily timetable covers the same hours as a school day, excluding break and lunchtime.	Clear communication of the recommended timings to parents would further support parents to ensure appropriate learning time. Develop MFL teaching through remote learning.	5	Remote education expectations are highlighted in actions for schools during the coronavirus outbreak. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.	Class Dojo / Tapestry allows teachers to seamlessly continue to provide the well-planned and sequenced curriculum that is taught in school when transitioning to remote learning. Lesson resources are all transferable using the platform, so the taught learning journey is in no way affected by remote learning. Clarity is achieved by sharing the WALT and an audio or video instruction from the teacher. Pupils access teaching that is in line with the school curriculum when remote learning. The lesson slideshow and modelling resources are used alongside the teaching input from pupils' class teacher to record a teaching video/audio or interactive slideshow. This is shared with pupils using Class Story.		5	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education. The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.

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.	Daily maths, English and reading lessons are taught over Class Dojo. The lesson slideshow and modelling resources are used alongside the teaching input from the pupils' class teacher or high-quality curriculum resources to provide clear explanations of each area of new content. This is shared with pupils using Class Story. Pupils in Nursery and Reception use Tapestry to deliver remote learning, as this is the platform that families are already familiar with. The remote learning experience over Tapestry is closely matched to the Class Dojo system, with pupils receiving the same levels of remote education. Pupils with SEND receive targeted teaching and resources through the portfolios feature to ensure that their individual needs are met.	Some technical issues with the remote learning platform are being addressed to ensure that all families are able to access the remote learning.	4	GOV.UK provides: • 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. 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.

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Effective practice 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.	All relevant guidance is read and adhered to. This is shared with teachers.		5	The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. GOV.UK provides a good practice guide to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.

Staff capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	Staff have access to all of the resources and tools that they would normally have available. Expectations of remote learning across the school have been designed to ensure that remote learning is accessible for all pupils. Guidance to ensure that teaching and learning is appropriate for all learners has been provided to staff, with further guidance around 'best practice' to ensure that resources are accessible for pupils with SEND provided by the school inclusion team.		5	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. 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 student with dyslexia or visual impairment. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.

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.	The remote learning lead was seconded for a day each week to share and benefit from good practice and support schools in the local area. This has then been fed back to staff to ensure a high level of remote education provision.		5	There are several school-to-school support networks which you can make use of, including**:** • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs • 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

Communication

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Realistic expectations of pupils, parents and carers 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. 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).	Parents and carers have been given clear and regular guidance on how to support pupils at home. Where further support was needed, this has been provided to specific families or groups. Pupils spent time while in school becoming familiar with the remote learning platform and practised submitting assignments and accessing teaching materials.	Clear communication of the recommended timings to parents would further support parents to ensure appropriate learning time.	4	Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).
School community events 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.	Each class runs a weekly Zoom meeting where pupils can socialise, take part in a quiz and story. Weekly whole-school quiz, scavenger hunts and art and design competitions maintain the sense of community and belonging. PE lessons are a shared activity as a whole class	Remote learning lead is creating interactive resources to be launched over the coming weeks.	3	

Safeguarding and wellbeing

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety 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.	The school Remote Learning Policy sets out clear protocols to ensure that pupils are safe during remote education. School staff follow the regular reporting routes for safeguarding concerns.		5	GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19). Schools should also refer to statutory guidance for schools and colleges on safeguarding children.
Online safety 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.	Online safety is taught to all year groups each year, ensuring that teachers and children are aware of how to stay safe online.		5	GOV.UK provides guidance on: • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools

Wellbeing Leaders**,** teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	Each class runs a weekly Zoom meeting where pupils can socialise and take part in a quiz and story. We hold events such as a weekly whole-school quiz, scavenger hunts and art and design competitions to maintain the sense of community and belonging.	One-to-one catch ups with the most vulnerable pupils may be beneficial to better spot and address potential wellbeing or mental health issues.	4	GOV.UK provides advice on supporting pupil wellbeing during remote education.
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	All systems have been checked for compliance with GDPR and parents fully informed on the way their data will be used and stored. Parents signed to give consent for their data to be used.		5	GOV.UK provides guidance to support schools: • with data protection activity, including compliance with GDPR • to be cyber secure
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Behaviour and attitude expectations remain the same as in the regular school day, and pupils are reminded of these regularly.	Raising the expectations for pupils to engage in remote learning to the best of their ability.	4	GOV.UK provides guidance on behaviour expectations in schools.