



# **Denefield School**

## **Remote Learning Review**

### **March 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.

**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><b>Remote education plan</b></p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>Parental response out of 396 showed that:</p> <ol style="list-style-type: none"> <li>1. 99% of respondents' students were 'always' or 'usually' accessing learning.</li> <li>2. 92% of respondents agreed that the remote learning provision provided was 'good' or 'outstanding'.</li> <li>3. 86% of respondents felt that their children were receiving 'good' or 'outstanding' support.</li> <li>4. 93% of respondents reported that their children had individual devices to access learning and were not 'sharing' with parents or siblings.</li> </ol> <p>Clear and measurable plan available on the school website since January 2021</p>	<p>3/396 parents felt that students' faces should be visible to teachers and classmates for accountability.</p>	<p>4</p>	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools and colleges, and <a href="#">guidance</a> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to <a href="#">Cyber security in schools: questions for governors and trustees</a>.</p> <p>Read the guidance on <a href="#">actions for schools during the coronavirus outbreak</a> and refer to <a href="#">Oak National Academy</a> for help to deliver a planned curriculum for all.</p>



	<p>Clear plan in place for students who will self-isolate individually, or in larger groups, while the school operates our curriculum in the classroom.</p> <p>Where a student, or smaller number of students, self-isolate, we ensure that work following our curriculum maps is available each week on Satchel One so that students can access the same knowledge and educational entitlement as their peers in the classroom.</p> <p>Where year groups are to self-isolate, our default position is to 'live-teach' these lessons.</p>			
<p><b>Communication</b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Clear and measurable plan available on the school website since January 2021.</p> <p>Significant staff training time, preparation time, and continued good practice sharing and training through the lockdown period.</p>	<p>Parental survey 5/396 shows that we need to further standardise how teachers request submission of work and volume of extended learning (<i>parental views on whether homework should be set differ considerably</i>) 12/396.</p>	<p>4</p>	<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 <a href="#">publish information about their remote</a></p>



	<p>LSN studied best practice locally, national and internationally and shared this with colleagues.</p> <p>Parental communication regarding remote learning strong.</p> <p>Technical support provided by HML strong.</p>			<p><a href="#">education provision on their websites</a> for parents.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (Covid-19).</p>
<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>Senior leaders monitored and supported the quality of provision from the first week.</p> <p>Senior leaders understood the anxiety of colleagues around the shift to remote learning and planned to support well-being and confidence of teachers through training and encouragement.</p> <p>Regular training on remote learning provided to colleagues with shared practice and support.</p> <p>Leaders and teachers given time to adapt curricula and materials to the remote context.</p>	<p>Some variability in teacher quality – four out of 70 teachers identified in parental survey 13/396 (<i>where a teacher's name was provided, it was only provided once – no patterns</i>).</p> <p>Address the volume and quality of extended learning set during lockdown periods 12/396.</p>	<p>4</p>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">recording attendance in relation to coronavirus (Covid-19) during the 2020 to 2021 academic year</a></li> <li>• <a href="#">actions for schools during the coronavirus outbreak</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>



	<p>Leaders and teachers given time to adapt assessment materials to the new context.</p> <p>Drop-ins to remote lessons conducted in a supportive manner.</p> <p>High quality staff and pupil data collected daily to support decision making and planning.</p>			
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### 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.

### 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><b>Home environment</b></p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p>Edison and Student Managers have contacted home in order to find out concerns and issues.</p> <p>We have asked all vulnerable students to attend ‘Study Club’</p> <p>All concerns logged in CPOMS and addressed.</p> <p>Adjusted timetables to accommodate learners.</p> <p>Home visits where parents/cares not contactable.</p> <p>Chlidrens’ services, EWO and Police involved where concerns.</p> <p>Several questionnaires on remote learning access.</p> <p>Vulnerable students contacted at least weekly, if not in school, and each day if not engaging with learning each lesson.</p>	<p>Two tutors require further support to develop their practice.</p>	<p>4</p>	<p>The EdTech Demonstrator Programme’s <a href="#">remote education roadmap</a> 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 <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>



<p><b>Laptops, tablets and internet access</b></p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>Comprehensive surveying completed of the school community resulting in all parents/carers who required (or in fact requested) laptops, having these provided to support effective learning.</p> <p>Our default position was to encourage all PP students and those identified as vulnerable to come to our study club.</p>	<p>Where students are not engaging in learning remotely, identify what else can be done where: IT access is resolved, school attendance is offered, school has regularly contacted families and EWO has contacted families with concern.</p> <p>(If anything extra can be put in place?)</p>	<p>4</p>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <a href="#">how to set up a virtual classroom</a> and how to <a href="#">embed technology into teaching practice</a>.</p> <p>Where pupils might lack digital access, schools should refer to the <a href="#">get help with technology during coronavirus (Covid-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets</a> and <a href="#">internet</a>.</p>
<p><b>Supporting children with additional needs</b></p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the</p>	<p>Specific place designated for all PP/SEND and vulnerables in school to ensure entitlement.</p> <p>Set up remote interventions with youth workers.</p> <p>Remote Lexia intervention from two colleagues.</p> <p>Counselling online, including ELSA.</p>	<p>Some families still exceptionally challenging to communicate with and required significant persuasion from external agencies to engage.</p>	<p>4</p>	<p>The EdTech Demonstrator Programme has made <a href="#">a range of SEND resources</a> available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on <a href="#">actions for schools during the coronavirus outbreak</a> provides guidance on how schools should support <a href="#">pupils with SEND and vulnerable children</a>.</p>



<p>right hardware and software to support their needs.</p>	<p>Student Managers in work each day to guide and support parents/carers and students.</p> <p>Paper copies of work sent home where appropriate.</p> <p>Clear guidance provided for students. Parents and carers on how to access and participate in remote learning.</p> <p>Edison team and Student Managers communication with parents to assess the learning situation and address needs.</p> <p>Please see notes on remote learning curriculum and hardware provision elsewhere in the document as further evidence to support disadvantaged, SEND and vulnerable students.</p>			<p><a href="#">Oak National Academy provides resources for teachers to support children with additional needs.</a></p>
<p><b>Monitoring engagement</b></p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers</p>	<p>We have a comprehensive system by which a member of SLT, an Attendance Officer, and four Student Managers track attendance and engagement daily and by each</p>	<p>Some families still exceptionally challenging to communicate with and required significant persuasion from external agencies to engage.</p>	<p><b>4</b></p>	<p>Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance</a>.</p>



<p>immediately where engagement is a concern.</p>	<p>period. Appropriate follow is put in place the same day with the initial priority given to PP/SEND students whose parents/carers do not want them to attend our Study Club.</p> <p>In order to support tracking attendance and engagement, and manage teacher workload, we also invested in SIMS for teachers to use at home.</p>			<p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress.</a></p>
<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Provided 'speech to text' and 'enlarged keyboard' for a student who needed this.</p> <p>Guidance provided on how to use a variety of devices to access learning and how to set up. We provided set up support onsite.</p> <p>All students whose parents/carers identified the need for IT support were provided with hardware to support learning through the school.</p>		<p>5</p>	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>



**Curriculum planning and delivery**

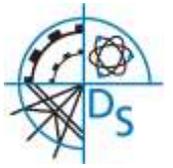
The school has well-sequenced curricula that support ‘hybrid’ teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

**Scoring**

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Minimum provision</b></p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<p>Parental response out of 396 showed that:</p> <ol style="list-style-type: none"> <li>1. 99% of respondents' students were 'always' or 'usually' accessing learning.</li> <li>2. 92% of respondents agreed that the remote learning provision provided was 'good' or 'outstanding'.</li> <li>3. 93% of respondents reported that their children had individual devices to access learning and were not 'sharing' with parents or siblings.</li> </ol> <p>Clear and measurable plan available on the school website since January 2021</p>	<p>Some variability in teacher quality – four out of 70 teachers identified in parental survey – address concerns 13/396.</p>	<p>4</p>	<p>Remote education expectations are highlighted in <a href="#">actions for schools during the coronavirus outbreak</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p>
<p><b>Curriculum planning</b></p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p>	<p>Clear and measurable plan available on the school website since January 2021 which details how the school's default position, excluding some changes due to health and</p>	<p>Some variability in teacher quality – four out of 70 teachers identified in parental survey – address concerns 13/396.</p>	<p>4</p>	<p>GOV.UK provides resources on remote education <a href="#">good practice</a> and <a href="#">how to adapt teaching practice</a> for remote education.</p>



<p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>safety, learning environment restrictions or required adjustments for delivery on a virtual platform, was to deliver the curriculum that children would receive if they were in the 'bricks and mortar' environment as 'live' lessons.</p> <p>Parental response out of 396 showed that:</p> <ol style="list-style-type: none"> <li>1. 99% of respondents' students were 'always' or 'usually' accessing learning.</li> <li>2. 92% of respondents agreed that the remote learning provision provided was 'good' or 'outstanding'.</li> <li>3. 86% of respondents felt that their children were receiving 'good' or 'outstanding' support.</li> </ol>			<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p>
<p><b>Curriculum delivery</b></p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p>	<p>Clear and measurable plan available on the school website since January 2021 which details how the school's default position, excluding some changes due to health and</p>	<p>Parental survey shows that we need to further standardise how teachers request submission of work 5/396 and volume of extended learning</p>	<p><b>4</b></p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">accessing and buying resources for remote education</a></li> </ul>



<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>	<p>safety, learning environment restrictions or required adjustments for delivery on a virtual platform, was to deliver the curriculum that children would receive if they were in the 'bricks and mortar' environment as 'live' lessons.</p> <p>We choose, after significant research and discussion, to use Microsoft TEAMS and Satchel One as our delivery platforms.</p> <p>Parental response out of 396 showed that:</p> <ol style="list-style-type: none"> <li>1. 99% of respondents' students were 'always' or 'usually' accessing learning.</li> <li>2. 92% of respondents agreed that the remote learning provision provided was 'good' or 'outstanding'.</li> <li>3. 86% of respondents felt that their children were receiving 'good' or 'outstanding' support.</li> </ol>	<p>(parental views on whether homework should be set differ considerably) 12/396.</p> <p>Some variability in teacher quality – four out of 70 teachers identified in parental survey – address concerns 13/396.</p> <p>Parental survey, 13/396 respondents felt that teachers required further training on how to ensure participation and feedback 'live' in lessons.</p>	<ul style="list-style-type: none"> <li>• resources on remote education <a href="#">good practice</a></li> <li>• <a href="#">guidance on how to access and set up online digital platforms</a> to support delivery</li> <li>• <a href="#">Oak National Academy</a> provides resources and guidance on how to map resources to a school's existing curriculum.</li> </ul> <p><a href="#">RNIB Bookshare</a>, 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>
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<p><b>Assessment and feedback</b></p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>We decided to continue with the Marking and Feedback (assessment) plans detailed in our curriculum area assessment maps in order to support students' development and inform teachers of 'gaps' in preparation for students' return to school.</p> <p>This is detailed in the school's Remote Learning Plan, on our website from January 2021</p>	<p>Parental survey shows that we need to further standardise how teachers request submission of work 5/396 and volume of extended learning (parental views on whether homework should be set differ considerably) 12/396.</p>	<p><b>4</b></p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">remote education good practice</a> guidance</li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> 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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Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.



Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Effective practice</b></p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Substantial training, and continued professional development, dedicated to this element of practice pre-lockdown and each week of lockdown. This training was practical in terms of translating pedagogy and how to use technology effectively in order to reduce teacher anxiety.</p> <p>Coaching support has also been applied on a colleague by colleague basis where required.</p>		5	<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p>
<p><b>Staff capability</b></p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources,</p>	<p>Substantial training, and continued professional development, dedicated to this element of practice pre-lockdown and each week of lockdown. This training was practical in terms of translating pedagogy and how to use technology effectively in order to reduce teacher anxiety.</p>	<p>Continue to train and support staff to plan, scaffold and build-in learning checks.</p> <p>Further work on standardising materials for a 'remote' situation.</p>	4	<p>The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p> <p><a href="#">RNIB Bookshare</a>, which was established through DfE's pilot load2learn, is providing on-</p>



<p>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>Coaching support has also been applied on a colleague by colleague basis where required.</p> <p>Where staff have identified resource or IT hardware/software issues, we have resolved these. Three surveys were completed with staff and a final check immediately after the Christmas holidays to minimise/eradicate issues.</p>			<p>demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with <a href="#">dyslexia</a> or <a href="#">visual impairment</a>.</p> <p><a href="#">pdnet</a> provides free <a href="#">training events</a> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p><b>Strategic partnerships</b></p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>	<p>Substantial training, and continued professional development, dedicated to this element of practice pre-lockdown and each week of lockdown. This training was practical in terms of translating pedagogy and how to use technology effectively in order to reduce teacher anxiety.</p> <p>LSN and HML have collaborated with other colleagues, and engaged with the DfE research and materials to plan and deliver training and support.</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"> <li>• The <a href="#">EdTech Demonstrator Programme</a> for advice and <a href="#">guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs</a></li> <li>• <a href="#">Maths hubs</a> to improve maths education</li> <li>• <a href="#">English hubs</a> to improve teaching of phonics, early language and reading in Reception and Year 1</li> <li>• <a href="#">Computing hubs</a> to improve the teaching of computing and increase participation in computer science</li> </ul>



**Communication**

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Realistic expectations of pupils, parents and carers</b></p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>Clear communication from the Headteacher.</p>	<p>Parental survey shows that we need to further standardise how teachers request submission of work 5/396 and volume of extended learning (parental views on whether homework should be set differ considerably) 12/396.</p> <p>Some variability in teacher quality – four out of 70 teachers identified in parental survey – address concerns 13/396.</p> <p>Parental survey, 13/396 respondents felt that teachers required further training on how to ensure participation and feedback 'live' in lessons.</p>	<p>4</p>	<p>Remote education expectations are highlighted in the <a href="#">actions for schools during the coronavirus outbreak</a></p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>The <a href="#">school workload reduction toolkit</a> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and</p>	<p>Assembly continued throughout as a school community event –</p>		<p>4</p>	



<p>participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>whole school and year eg national citizen service.</p> <p>Wonderful well-being sessions.</p> <p>Digi-Girlz conference for STEM continued.</p> <p>Live PE, Health and well-being – and challenges.</p> <p>Default was for PP/SEND was to remain in the community.</p> <p>Bought in remote SIMs to track and support.</p>			
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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><b>Ensuring safety</b></p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>Robust process for selecting the online platform Microsoft TEAMS. Robust safeguarding instruction and training provided to the school community by HML and HOL.</p>		5	<p>GOV.UK provides guidance on <a href="#">safeguarding and remote education during coronavirus (Covid-19)</a>.</p> <p>Schools should also refer to statutory guidance for schools and colleges on <a href="#">safeguarding children</a>.</p>
<p><b>Online safety</b></p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Robust process for selecting the online platform Microsoft TEAMS. Robust safeguarding instruction and training provided to the school community by HML and HOL.</p>		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">teaching online safety in schools</a></li> </ul>
<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p>	<p>Safeguarding bulletin and training for staff delivered to spot well-being issues.</p> <p>Student managers trained with educational psychologist.</p>	<p>Two tutors require further support with practice</p>	4	<p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education</a>.</p>



<p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Wonderful well-being session.</p> <p>Focussed training on return back to school and students' anxiety.</p> <p>Additional transition work for Year 7 for March 2021.</p> <p>Key Year 11 Zoom calls.</p> <p>Aligned breaks and lunches to support staff and families' well-being.</p> <p>Lockdown legends and Study Club Stars competitions for effort and performance.</p> <p>100% attendance awards during lockdown.</p> <p>Regular check-up calls from tutors, HoH/DHoH and Student Managers to identify issues. Where issues were identified CPOMS was used to address these.</p>			
<p><b>Data management</b></p>	<p>HML has ensured that these are in place.</p>		<p><b>5</b></p>	<p>GOV.UK provides guidance to support schools:</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"> <li>• with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>• to be <a href="#">cyber secure</a></li> </ul>
<p><b>Behaviour and attitude</b> There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>391/396 parents felt that teachers delivered effective remote learning.</p>	<p>5/396 respondents in parental survey felt that teachers did not monitor the behaviour of students in the 'chat' function effectively.</p>	<p>4</p>	<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>