

Whitefield Infant School - Remote Education Review Framework

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

Leadership

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

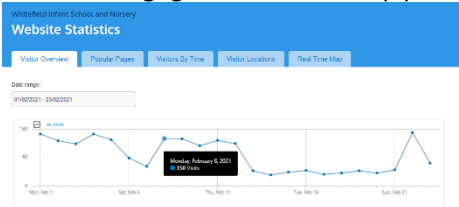
Approach	Strengths	Gaps	Score (1-5)	Any Actions Required
<u>Remote education plan</u> There is a plan in place for remote education and a designated year-group leader with overarching responsibility for the quality and delivery of remote education in each year group, including that provision meets expectations 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.	• HT responsible for overview of remote education • Year Leaders responsible for the remote education in their year group • Provision for SEN is monitored by SENDCo and personalised packs created and printed for home. • SENDCo continues to meet with staff to discuss concerns of SEND and / or Additional Needs children. • Work at home is aligned to school and certain subjects are adapted as necessary. (Computing, PE, Science) • Children are provided with prerecorded videos alongside worksheets and work they can complete on line/in weekly packs sent home. • class emails have recently been introduced to support home learning • A number of online support packages have been purchased with home access to add a further level of support and engagement (online	• With a more 'online' approach, need to ensure that the provision continues to remain at a high standard with maximum engagement. • Consider multiple children households with 0/1 devise - accessibility for all? • Staff training on the use of online home packages • Parents with little/no English	4	• Weekly monitoring of engagement through email and phone calls to ensure maximum engagement. • Daily phone calls for identified families. • Bilingual support for identified families. • Staff training for email, Busy things, Espresso Discovery, phonics play etc.

	reading scheme, busy things, phonics play etc).			
<u>Communication</u> Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	• A remote education policy is in place which has been shared with Governors and shared on school website. • Information for parents regarding remote learning has been shared on the school website and emailed • Regular communication during the first week of term outlined expectations for remote learning. • Weekly phone calls home and emails have offered ongoing support and advise • Weekly newsletter emailed to parents has continued to keep them informed and engaged.	• Continue to ask for feedback from parents • Ensure communication between SLT and staff remains clear and training needs continue to be met.	5	
<u>Monitoring and evaluating</u> 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 due to positive cases/sickness • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	• SLT have supported staff through the flexible use of LSAs to provide release time for remote education, including phone calls, creating teaching videos and responding to work. • Staff rota system has given staff time to compile remote learning packs at home. • Robust systems in place for recording and reporting staff absence. • Year group teams distributing workload to compile remote learning packs.	With the introduction of online materials/email systems recently, continue to provide support and time in order to reduce impact of workload, as with any new system time is needed to build staff confidence.	4	

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 (1-5)	Any Actions Required
<u>Home environment</u> 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: • how to learn from home • how to manage their time during periods of isolation	• Clear expectations on home learning have been sent home. • Teacher phone calls ensure that parents are supported and work is adapted to meet the needs of children and parents. • SENDCo has been used to support families at home through the use of resources. • Some families are in different home situations to last lockdown with the balance of work and home learning different. Daily teacher phone calls used to support families where this may be the case. • Learning has been adapted to meet the needs of home environments in subjects such as PE, Art and remote education considers restrictions of being at home. • Bilingual staff used to support families where needed to ensure parents understand the learning and how to help their child. • Key worker system used to build up relationships between staff/home to ensure parents are comfortable asking for support.	Engagement of some families is an issue which continues to be a focus. This includes using different members of staff to support children and further identification of barriers - key worker system introduced.	4	
<u>Laptops, tablets and internet access</u> Where digital approaches are used, leaders are aware of any limitations to	• Printed packs have been posted to all children, ensuring no child is disadvantaged. Links and school videos	Teachers monitor engagement and provide	4	• Try other channels to try and get some laptops to help support families in

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, by ensuring appropriate offline provision. Where pupils without access are considered vulnerable, they are expected to come into school.	all hosted on class pages of the school website.	further support where needed.		need (not entitled to the Government funded scheme or local Nelson support scheme)
<u>Supporting children with additional needs</u> 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 appropriate learning activities. All children on the SEND/AD/Sunflower register were offered places in school during lockdown.	- Children with SEND needs have been contacted by class teachers and / or SENDCo where appropriate and sent personalised packs. - Teacher phone calls have ensured that children are accessing remote education and support provided where needed. - All children on the SEND/AD/Sunflower register were offered places in school during lockdown.	Monitor personalised packs and impact of these - teachers to monitor any printed packs and ensure they are returned. Teachers to provide feedback	5	
<u>Monitoring engagement</u> The school has systems for checking weekly whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.	• Systems are in place for recording children's engagement via weekly phone calls and emails • Parents are aware of expectations. • Parents are called should engagement be an issue and support is provided. School website monitors daily accesses of children 	• Support teachers to monitor engagement. • SLT to monitor teacher call records to ensure engagement with all parents and actions agreed with the parents to improve engagement. Staff have been proactive when monitoring has flagged up an issue (eg change of maths	4	

		learning pack to suit needs of child) • Parents phone school or email if they need help.		
<u>Pupil digital skills and literacy</u> The school supports pupils where necessary to use technology effectively for remote education, however an approach has been taken to ensure 100% access for all, without needing a device due to the multiple children household situation and lack of technology in the home.	• A support line email has been shared with parents to allow parents to email re support. • Personalised learning has been created for families to support with their use of technology.	• Continue to monitor and evaluate different ways in which we can support families	4	

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 (1-5)	Any Actions Required
<u>Minimum provision</u> 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 3 hours a day, on average, across the school cohort.	• Work is set equivalent to the school day which equates to 4 hours of learning a day. • A clear teaching sequence of learning is used for a broad and balanced curriculum.	• Staff rely on parent honesty during phone for those who can't email/access the internet.	4	
<u>Curriculum planning</u> The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This includes a remote curriculum	• Year Leaders ensure that remote learning follows the high quality in school curriculum and is adapted where needed.	• Ensure all year groups are adapting curriculum to facilitate full access at home.	5	

that is identical to the one taught in class, so all children are accessing the same learning opportunities.	Remote Home Learning follows each year groups LTP and MTP			
<u>Curriculum delivery</u> The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it includes recorded, or the use of other educational providers (such as Oak National Academy, BBC Bitesize). The school uses email to support effective communication and accessibility for all pupils, including those with SEND and post weekly, packs.	- Emails, weekly newsletters and the school website have been used to share learning - Remote education takes the form of recorded lessons or uses appropriate educational providers Whitefield Infant School and Nursery (primarysite.media)	Ensure individual support is offered to children and differentiation of key tasks through the use of personalised provision and extra resources, given via email.	4	
<u>Assessment and feedback</u> The school has a plan in place to gauge how well all pupils are progressing through the curriculum. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	Feedback is provided to children through email and also through weekly phonecalls. - Following assessment through email or phone calls provision is adapted for children where needed including sharing resources that will support learning further. - HT to create monitoring form to support year leaders - Remote learner of the week award has been introduced and has received positive feedback from parents.	- Year Leaders to monitor feedback and work together in teams to ensure that feedback is constructive and acted upon. - Writing and foundation subjects more difficult to assess. Much of the assessment has been in maths (as the parents can support this more)	3	

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1-5)	Any Actions Required
<u>Effective practice</u> 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	• SLT regularly keep up to date with updated guidance and update staff. • • SLT review regularly how our remote education can be improved		4	
<u>Staff capability</u> 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.	• Training was provided for staff for class emails and the various online tools purchased • SENDCO supporting staff to create personalised packs for children and supporting ideas for remote learning • HT supporting staff to support vulnerable families where needed • Staff have time provided to create resources and learning for remote learning. • Staff have attended subject meetings/CPD sessions (Maths, English, RE, Assessment) to further improve remote learning provision and share ideas	Continue to review provision and provide further training and support including further drop in sessions • Provide LSAs with training for Google Classroom	4	

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 (1-5)	Any Actions Required
<u>Ensuring safety</u> There are clear safeguarding protocols in place to ensure pupils are safe during remote education. Weekly phone calls home allow any concerns to be followed up and the schools reporting system (CPOMS) collated this. Any safeguarding concerns are reported to the DSL to action.	- CPOMS is used to record concerns and a clear procedure is in place for if a family is not contactable. - Weekly communication logs record all contact with families on a weekly basis. - Ongoing information on weekly school newsletter.		5	
<u>Online safety</u> Teachers understand how to keep children safe whilst they are online and have ensured all content shared during remote learning is from a safe platform.	- We share e-safety resources with children and parents via their computing remote learning. - Internet Safety Day 2.2.21 gave children a reminder of the procedures for online safety. - Teachers safeguarding training included information re e-learning. - When setting a research task, teachers will remind children about e-safety.		4	
<u>Wellbeing</u> Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.	- Teacher phone calls to parents ask questions regarding wellbeing. - Teachers ask to speak to children. - Children's mental health week (1.2.21) provided children with a focus on their own well being. 'Feel Good Friday' introduced to have a weekly focus promoting mental health and well-being. Feel Good Friday Whitefield Infant		4	

	School and Nursery (primarysite.media) • HT/CT is used to support vulnerable children and parents at home (food packs, funds, applying for grants for essential household items). • Places offered in school during lockdown to all sunflower/vulnerable children. • Page created on school website to offer support to families and share ideas: Mental Health and Wellbeing Whitefield Infant School and Nursery (whitefield-inf.lancs.sch.uk)			
<u>Data management</u> The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	All online resources and websites comply with GDPR regulations and we gather GDPR statements	As we continue to explore further apps and add-ons ensure these are fully GDPR compliant.	4	
<u>Behaviour and attitude</u> There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	• Staff are not pressured into recording their faces on teaching videos - if they feel uncomfortable lessons are adapted in different ways, using loom or alternative app's.		4	