

Self-Evaluation of Remote Education

Whitby Heath Primary School

Taken from DfE Review your remote education provision guidance September 2021

Scoring

1. Identify – Not yet in place or there are major gaps
2. Develop and Plan – Identified gaps but a plan is being developed to address them.
3. Implement – In the process of implementing systems and practices to address this.
4. Embed – Practices and systems are in place with minor gaps.
5. Sustain – Practices and systems are fully embedded, and there are examples of good practice.

Leadership

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

Approach	Comments	Score
<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 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>The plan in place is used well to ensure children's learning needs are met during remote learning.</p> <p>All staff have received and are aware of home learning policy and remote learning offer. Any updates are also shared to all staff. Senior leaders ensure that this plan is followed when necessary. The policy is based on Homework use of Seesaw, use of the procedure for SI children and previous bubble closures.</p> <p>Each PL has access to year groups offering to ensure quality lessons and marking.</p> <p>All children including SEND are encouraged to access remote learning, some year groups differentiate homework due to range of needs.</p>	5

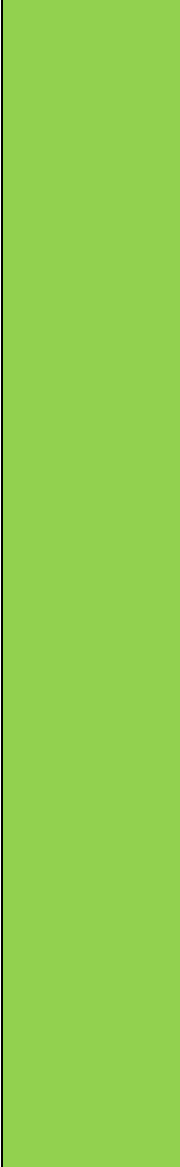
Consistent expectations across the school are in place as a result of a clear Home Learning Policy and Procedure. Both documents have been trialled and evaluated and then have been rolled out across the school.

The plans ensure we provide daily learning underpinned by high expectations across the curriculum.

During lockdown, children and parents communicated that they felt supported by the teacher input videos and the instant feedback and support given by teachers throughout the school day.

When school is open as usual and children have had to self-isolate, the provision is in place to support their learning at home via the Seesaw app. Teachers and TAs have given children feedback and support as necessary through their remote lessons and learning activities.

<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Information is shared with Governors and remote learning offer/documents are on the school website.</p> <p>Parents have had the opportunity to respond with their opinions on this via surveys.</p> <p>Regular communication with parents via Seesaw and S&W calls from CTs and L Mentors.</p> <p>During lockdown, daily PL contact with teams, regular staff briefings and staff training meetings ensured any barriers/concerns or necessary tweaks/changes were highlighted early and addressed. This is also the same whilst school is open and there have been bubble closures and/or children needing to self-isolate.</p>	<p>5</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 mitigate against it • staffing changes 	<p>Use of seesaw allows partner teachers to share the load in terms of setting tasks.</p> <p>Screen break times planned in.</p>	<p>5</p>

<p>having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</p>	<p>Staffing changes communicated effectively and promptly to ensure staff covering bubbles had time to prepare and support other members of staff.</p> <p>Open, regular communication between year group & SLT teams about what is working well ensures necessary amendments are made in a timely manner</p> <p>Following DfE guidance for the appropriate number of hours of work for children.</p> <p>During any school closures, staff allocation and timetabling if reviewed regularly and adapted/amended to match children's needs on and off site and to balance workload taking into account SI children, staff and attendance of KW/V children on site.</p> <p>During any school closures, teachers workload is supported by rota system and staffing arrangements individuals for</p>	
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	<p>childcare bubbles to ensure staff are able to balance remote learning feedback across the day effectively.</p> <p>During any school closures, support staff and additional teachers used to support and provide consistency for children and to support linked class teachers with feedback and resource preparation in year groups to share workload.</p>	
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Remote education context and pupil engagement

Approach	Comments	Score
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<p>During school closures, teachers and times of bubble closures/self-isolation, learning mentors and SENCO check in with families via phone calls to offer support/help where necessary and working together to support parents/children. This has been effective and parents have been grateful.</p> <p>Some families have been offered devices via school to ensure</p>	5

	<p>access to Seesaw if they are unable to access it.</p> <p>During school closures, regular communication with parents to ensure their well-being is taken into account. Advice given to parents on how to teach sessions using home tools and resources. Using their outdoor environments, promoting screen breaks throughout the day and regular words of support, encouragement and messages of thanks ensure families feel valued and supported. This is the same during times of self-isolation.</p> <p>This is reiterated in S&W calls, during school closures and when children have had to self-isolate, from staff to parents and carers and children. Also, how to guides published via school website to support use of the learning platform (Seesaw).</p> <p>During school closures and self-isolation, MHM links sent out to</p>	
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	<p>parents via CT Seesaw messages. The structure of the school day was followed during closures to allow for some sense of normality.</p> <p>During school closures and self-isolation, children at home are made to feel part of the learning in class by teachers talking directly to them during teaching input videos (questioning them and encouraging responses etc)</p> <p>In EYFS, 5aDay and Time2Chill is included in the daily activities to support wellbeing.</p>	
<p>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.</p>	<p>During school closures and self-isolation, devices provided and calls made to support the use of laptops/ accessing Seesaw. Any difficulties accessing information via seesaw and technical difficulties were communicated with parents promptly and support and advice were given as necessary. Laptops, routers and data support provided by</p>	5

	<p>school as required via the DfE and mobile network schemes.</p> <p>During school closures and self-isolation, CTs asked to provide a list of chn who may have tech issues initially and this is reviewed weekly with PLs so children newly identified are supported in a timely manner.</p> <p>During school closures and self-isolation, help@ Email used successfully to troubleshoot problems and support parents in a timely manner.</p> <p>During school closures and self-isolation, signposted parents to alternate ways they can access Seesaw (e.g. through Xbox)</p>	
<p>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.</p>	<p>Children who had difficulties accessing computers were provided school laptops to avoid further lost learning.</p> <p>Website on SEND page dedicated to remote learning specific to learning needs. This</p>	5

	<p>can be accessed as well/instead of class set work. Parents of children using IDL/Thirdspace have been encouraged to access these at home.</p> <p>Additional and personalised tasks set for those children with additional needs e.g., SALT activities.</p> <p>During school closures and self-isolation, safe and well logs from calls by SENCO, CTs and L Mentors to children and families are shared with HT and key staff as necessary to ensure all staff linked with the child are fully and regularly updated and aware of any changes to support required.</p> <p>Parents of SEND children encouraged to record children's answers rather via audio or video.</p> <p>Review and support meetings with parents held via Teams with</p>	
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	SENCO and any other key staff/agencies linked to a child.	
<p>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.</p>	<p>During school closures and self-isolation, usually such check ins result in children engaging however some continue to be disengaged. Seesaw is used to check participation and calls made where we feel that there is a concern/lack of engagement.</p> <p>During remote learning for positive cases, parents have not always engaged with the work set but has been due to their own managing of health needs and allowing time to 'feel well'.</p> <p>During school closures and self-isolation, phase leads communicated with class teachers regularly and monitored usage. When engagement was low phone calls were made via the CT to offer support where required. These calls were often made weekly to ensure engagement was maintained.</p>	5

	<p>Also, during school closures and self-isolation, class teachers monitor participation and engagement daily and make well being calls where there are concerns. These are then logged on CPOMS and HT/DHT and Phase Lead is made aware. SLT follow up concerns raised by CTs as appropriate to further understand any barriers/concerns and offer further support re accessing remote education.</p>	
<p>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.</p>	<p>PP/SEND children offered during national lockdowns.</p> <p>CTs provide support for parents/carers and children re firefighting specific technical queries/issues.</p> <p>Parents of SEND children encouraged to record children's answers rather via audio or video.</p>	5

Engagement with Remote Learning Summary - March 2021

	Number regularly engaged Spring 2021	Percentage	RAG rate
Whole school	348/407	86%	

Breakdown by Phases	Number regularly engaged Spring 2021	Percentage	RAG rate
EYFS	52/59	86%	
Key Stage 1	103/118	87%	
Lower Key Stage 2	111/120	93%	
Upper Key Stage 2	82/110	75%	

Breakdown by Year Groups	Number regularly engaged Spring 2021	Percentage	RAG rate
EYFS	52/59	86%	
Year 1	49/59	83%	
Year 2	54/59	92%	
Year 3	51/60	85%	
Year 4	50/60	83%	
Year 5	45/59	76%	
Year 6	37/51	73%	

In Summer 2020, NFER undertook an independent assessment to see how engaged pupils are, and the factors that might be driving this, as well as how schools are providing remote learning support for pupils. The report is based on findings from a national survey of 1,233 senior leaders and 1,821 teachers in publicly-funded, mainstream primary and secondary schools in England.

'Teachers are in regular contact with, on average, 60% of their pupils. However, on average, less than half of pupils (42%) returned their last piece of set work. Most teachers (90%) believe that their pupils are doing less or much less work than they would usually expect at this time of year.'

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	Comments	Score
<p>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:</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 	During school closures, children would receive clear timetables of their day directing their learning time effectively and in line DfE guidance. Timetables maintained to match the school day with the appropriate timings. Rest/lunch/play breaks are included to ensure 30 mins of	5

	<p>physical activity per day in line with the CMO advice.</p> <p>SLT have clear and consistent expectations regarding remote learning for year groups as per our agreed policies and procedures during school closures and self-isolation. Phase meetings and check in catch ups held regularly to ensure phase consistency and specific issues are addressed swiftly. Phase leads monitor the work set by CTs in their phase and alert HT/DHT to any concerns and follow up with relevant staff, providing support as necessary.</p>	
<p>Curriculum planning</p> <p>The school has well-sequenced curricula in place to provide high quality on-site and remote education, and has the relevant resources in place to deliver the curriculum to pupils both remotely and in-class simultaneously, where needed.</p> <p>Where remote education is needed, schools set 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>	<p>Our remote learning provides children with a broad curriculum as is in school.</p> <p>CTs planned according to the school policy.</p> <p>Resources were well prepared and re developed to suit home learning.</p>	

Our Rainbow Curriculum and fully revised whole school curriculum map for 2020/21 is followed to plan and provide remote learning for all classes. MTPs already in place are adapted and followed.

CTs follow the usual school timetable in order to reflect the nature of the school day as much as possible.

Pathways is used to support English lessons adapting to suit remote learning.

White Rose, Power Maths and Deepening Understanding are used to support remote learning.

Amaven is being used effectively to support progression of skills in PE. This includes use of the 5 a day app to encourage 'get active' lifestyles daily.

	<p>Charanga supports Music T&L and RWInc resources (including videos) are used across EYFS and KS1 (and where appropriate in LKS2) for daily phonics teaching.</p>	
<p>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 as 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.</p>	<p>Teacher recordings have worked well.</p> <p>Use of similar approaches used within class to ensure children are familiar with structures and layouts of lessons e.g. White Rose videos/worksheets etc</p> <p>Seesaw has been more engaging and accessible due to nature of being interactive. SEND children making most of voice not feature.</p> <p>During lockdowns, curriculum expectations continued throughout Remote Learning with History/Geography etc. Video lessons provided modelling the input to sessions and strategies for parents to support children during the tasks set.</p>	<p>5</p>

	<p>Lessons were always differentiated to support the needs of the children.</p> <p>During lockdowns, Seesaw tools (voice notes, drawing tools, videos, internet links etc) are used to provide stimulating lesson materials that cater to all learning styles. Teachers record lessons to support children's learning, providing input and modelling. White Rose Amaven, Charanga, RWInc, Bug Club, Oak Academy and other relevant online learning resources are used to support lessons.</p> <p>During lockdown, Third Space live1:1 tutoring has continued for children in Year 5/6.</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>	<p>Teachers provided regular feedback to children which imitated 'instant messenger' so children were able to gain instant feedback and support. Additional support being provided when necessary.</p>	5

	<p>During lockdowns and self-isolation, feedback is given verbally, as well as typed, to ensure children hear a familiar voice. This has proved to have a positive impact on the children. On-going dialogue with children through use of voice recording feedback.</p> <p>During lockdowns and self-isolation, additional help/support can also be given to individuals by CTs via video or voice recordings. Teachers provide feedback every lesson following the schools marking policy. Tickled Pink and Green for grow.</p> <p>Praise postcards sent by CTs through post as surprise messages.</p>	
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Comments	Score
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Use of Remote Learning Self-Evaluation with collation of feedback from phase leads.</p> <p>Regular signposting to Oak Academy and relevant video and online resources linked to our curriculum subscriptions.</p>	5
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>We have a wealth of resources to refer to (White Rose, Amaven, Charanga, RWInc, Bug Club, Oak Academy, Deepening Understanding, Power Maths).</p> <p>Use of Seesaw webinars to widen approach and tools used for work setting. Positive engagement and feedback from children when using different methods. (Children loved the scratch and reveal).</p> <p>Many resources provided for CT virtually and staff meetings provided training to support and share best practice.</p>	5

	<p>PLs and SLT support staff via Phase meetings and staff training.</p> <p>Resources and training provided by school are used to effectively plan lessons (e.g. Power Maths, White Rose). This ensures high quality remote learning is provided.</p>	
<p>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 <u>EdTech Demonstrator Programme</u> and curriculum hubs.</p>	<p>School engages with Ignite, a local cluster of schools, to share good practice.</p> <p>We are also developing our use of Twitter to promote examples of Seesaw working and being used effectively.</p>	4

Communication

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

Approach	Comments	Score
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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>	<p>Information on website. Well-being calls made to support questions and queries. Parent communications sent via website.</p> <p>Reminders about our Seesaw instruction video are shared via messages on Seesaw/Parentpay/Twitter and via CTs calls to parents/carers. Information is also available on school website pages.</p>	5
	<p>During lockdowns, video/Tutorials shared via Seesaw to support with the completion and submitting of work.</p>	4
	<p>During lockdowns, letters from HT linking the balance needed re well-being and rest breaks from screens.</p>	5

	During lockdowns, phone calls to support technical issues are made regularly and address issues directly	5
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>During lockdowns, weekly Amasing sessions in KS2 where pupils can see each other participating on screen (if they have had permission) - this has received positive comments from parents and children.</p> <p>During lockdowns, use of group PSHÉ Zoom meetings with CTs linked to MHM to increase interaction with peers.</p>	5

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	Comments	Score
<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>	During lockdowns, risk assessments undertaken and permissions required for live zoom sessions.	5

	<p>Settings on Seesaw ensure that no other child can view another child's work or connect with them.</p> <p>During lockdowns, safeguarding policy reviewed and updated in line with SCIEs guidance and shared with all stakeholders.</p> <p>During lockdowns, CPOMs and S&W call logs used daily to ensure early alerts and follow up actions for any concerns raised. TAF and multi agency support provided for families where need identified beyond S&W support.</p> <p>Regular safeguarding team meetings continue to take place to regularly review RAG concerns re monitored families and children and ensure no family/child is missed.</p>	
<p>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.</p>	<p>When completing PSHE live lessons, Guidelines were shared with parents and staff to ensure</p>	<p>5</p>

	<p>everyone's safety during live lessons.</p> <p>Specific guidance given to all staff for the safety of both children and staff. Videos were also recorded.</p> <p>Zoom meeting RA in place and expectations of staff and children shared with staff/parents and carers ahead of all meetings.</p> <p>Computing Lead provide online video guide for all parents via YouTube regarding online safety tips and how to check histories and use on tablets and online.</p> <p>All classes take part in National Internet Safety day each year. The e-safety team have scheduled assemblies to lead across 2021/22.</p> <p>Morning messages/activity instructions promote safety when signposted to websites.</p>	
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	<p>Safeguarding policy includes clear protocols regarding videoed lessons and communication with children online.</p> <p>SSYP newsletter shared with parents and carers regarding online safety.</p> <p>Online safety signposting and resources shared via school website.</p> <p>Online policy from AmaSing was posted as announcement to all KS2 classes.</p>	
<p>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.</p>	<p>Staff meetings and SLT supported this.</p> <p>Well-being calls made and logged by SENco, LMentors and CTs.</p> <p>HT and DHT monitor closely and work with PLs and LMentors regarding follow up.</p>	5

	Teachers identified low participation weekly children and log onto CPOMS and follow up with parents/carers and PLs.	
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	Parents had to provide signed or verbal consent for children to access Seesaw. Consent information collated on spreadsheet for whole school.	5
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Guidelines are agreed to by parents prior to engaging in live zoom sessions. Specific guidance given to all staff for the safety of both children and staff. Regular reminders of expectations during lessons (e.g. are you sitting up smartly showing me you are ready to learn? Magnet eyes etc.) are used to reinforce high standards of behaviour at home as well as in school. All work is approved before published	5