MPS Review of Remote Learning – Live document

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.

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

Strengths	Gaps	Score	Resources
- School Loaning Devices to families who need them. - Clear communication to families offering support - High levels of participation, where not involved follow up communication. - Clear guidance for families provided - Have completed parent survey	- Unable to visit homes - Reliant on feedback from parents	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.

Strengths	Gaps	Score	Resources
• Many devices loaned out • Devices available for loan • Have data available to families who need such support	• Reliant on families accepting support	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.

Strengths	Gaps	Score	Resources
• Individual phone calls to families offering individualized support • Different support offers taken up by families • Device support for families	• Some families wanting to support children at home with high levels of support in place.	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 for full opening f 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.

Strengths	Gaps	Score	Resources
- Daily video calls in KS2 - Weekly video calls in KS1 - Video Calls in EYFS - Daily interaction through See Saw – teachers know who is taking part and levels of interaction - Contact with families who have been unable to participate	- Hard to enforce stringent expectations while maintaining positive relationships during levels of high anxiety	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.

Strengths	Gaps	Score	Resources
- Those unable to engage with remote learning are in school to receive individualised support package - Individualised responses to those families who need it.		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.

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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

Strengths	Gaps	Score	Resources
• All Key stages meet and exceed daily expected amounts		5	Remote education expectations are highlighted in the guidance for full opening. 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.

Strengths	Gaps	Score	Resources
• Mostly following school curriculum, some tasks need a different approach at home • Teams trying to promote different experiential learning – online vists	• Some activities changed or modified • Group and experiential learning difficult to provide in this forum	4	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.

Strengths	Gaps	Score	Resources
• Strong support provided to pupils at home both in video call and ongoing online support answering questions and providing feedback • Quality resources produced to share with children including self led power points with video content	• Where pupils need support during the day and parents are working from home • Ensuring enough away from the screen activities are provided to ensure pupils are not overloaded with screen time during the day	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

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.

Strengths	Gaps	Score	Resources
• Teachers assess work completed • Feedback provided daily for work completed • Teachers try to establish a back and forth feedback and improve conversation difficult in remote capacity	• Tasks completed at home are either supported too much or standards are not pressed with support at home. Difficult to judge against in school completed work	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.

Capacity and capability

Schools support staff to deliver high-quality remote education.

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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.

Strengths	Gaps	Score	Resources
- Leaders review current guidance – regular updates from different sources - Leaders establish clear strategy for teams to follow - Weekly bulletin to support - SLT review every two weeks	A lot of information to filter	4	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.

Strengths	Gaps	Score	Resources
- All staff working remotely, where issues arise support is put in place - Staff engaging with platforms after having received individual support from system specialists - Some training has been put in placed to support staff - Responsive support team	Some staff beginning from lower starting point of familiarity	4	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 pupil with a print disability. 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.

Strengths	Gaps	Score	Resources
Head teacher working with other schools within the consortia		3	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.

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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).

Strengths	Gaps	Score	Resources
• Clear guidance document sent out prior to Lockdown. • Review every two weeks with SLT • Parent survey to identify viewpoint		4	Remote education expectations are highlighted in the guidance for full opening. 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 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.

Strengths	Gaps	Score	Resources
• KS2 Daily • KS1 3 times per week • EYFS weekly		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.

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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.

Strengths	Gaps	Score	Resources
• Clear guidance • Communication structure for children and parents		4	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.

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.

Strengths	Gaps	Score	Resources
• Discussed in Bulletin for staff •			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).

Strengths	Gaps	Score	Resources
• GDPR Review completed • Structures remain in place		3	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.

Strengths	Gaps	Score	Resources
• Clear guidance provided • Staff able to discuss with children and parents if required • Children's behavior in school is outstanding • Promoting positive learning behaviours		4	GOV.UK provides guidance on behaviour expectations in schools.