REMOTE EDUCATION AUDIT

Aston Hall Junior and Infant School

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School Context

Remote learning is well-embedded across the school, with all teachers involved in delivering live or recorded lessons for their class. At the moment, teachers also support key worker groups within school. Currently, the majority of staff are in as per their normal hours, but in some circumstances staff have their own childcare or shielding commitments which has meant a rota has been established with TAs.

School lunches are provided for the most vulnerable children, including vouchers for all children in receipt of FSM. Laptops have also been provided for vulnerable children in families where this has been an issue or devices were being shared.
All children under **Social Care** are in school.
All **LAC** children are in school.
2/3 **EHCP** children are in school.
Weekly welfare checks are undertaken on all above families, as well as families open to Early Help.

Area	Attendance as of 21.1.2021, including in-school attendance.
Fs2	91%
KS1	94%
LKS2	95%
UKS2	95%
PP	100%
SEND	74%*

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Ofsted Area	Grade
Overall Effectiveness	2
Quality of Education	2
Behaviour and Attitudes	2
Personal Development	2
Leadership and Management	2
Quality of Early Years Education	2

Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

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.

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

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Leadership

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

	School scores leadership as good because…
Remote education plan There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.	**Strengths** Remote learning policy and practice is embedded and shared with staff. MR has overall oversight alongside SLT. Policy sets ambitious expectations (taking into account government guidance) around curriculum delivery, provision and support. School leaders have been ambitious in ensuring that the current curriculum plans are being followed and delivered to all learners to minimise gaps. Policy makes clear how SEND and other vulnerable children will be supported through bespoke platforms and contact methods, including working with the SENDCo and Nurture teams. The plan is robust and shared with wider Trust colleagues and leaders ensuring that oversight and challenge is built in. **Areas for Development / Next Steps** Update policy alongside any new developments.
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	**Strengths** Staff delivery during Term 1 Governors provided with policy, which was ratified, in Jan 2021 Available on website as per DfE requirements. Remote education position to be standard item on governing body agendas this academic year. **Areas for Development / Next Steps**
Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • understanding the impact on staff workload and how to mitigate against it • staffing changes having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	**Strengths** Timetable of day and clear requirements and expectations in policy. Platforms to support workload (Google Forms, Dojo, Google Drive) set up and implemented. Staff teams have been arranged to allow for absence as multiple team members can deliver remote or in school learning. Staff and pupil absence data is collected daily **Areas for Development / Next Steps** Complete mental health catch-up meetings/survey by Feb half-term.

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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.

	School scores remote education context and pupil engagement as good because…
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** Families surveyed for needs (laptops, dongles) and for situation (based on outstanding SG concerns/known facts) Weekly conversations with teacher (and regular dojo contact daily) helps to identify any emerging issues. Meetings have been set up with parents remotely to talk through how to access platforms. Clear remote learning expectations and behaviour protocol to help children manage their time well on screen and off. Timetables are structured to mirror school routine for both children and parents. **Areas for Development / Next Steps** Developing further support for how they could learn and progress in wider experiences and entitlements (school visits, outdoor learning etc) through activities based on Trust pledges. Working party has been set up to construct this.
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** All children in need of a device or improved internet access have been provided this. Chromebooks have been issued as these mirror children's experience in school and therefore minimise barriers to access and use that a more complex or unfamiliar device may have. As in the above monitoring, larger families (who share devices and are on tight timescales for each lesson) are monitored to ensure they are managing and do not need additional devices or staggered times. **Areas for Development / Next Steps**
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	**Strengths** We have continually adapted and improved our provision for SEND and disadvantaged children with regard to home-learning, as well as in school provision, based on identified need and feedback from parents, in order to ensure that our families feel supported. We have children with EHCPs accessing full-time learning in school, and this means we have been able to continue to meet their needs well in smaller working groups than usual.

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| and software to support their needs. | Those children with EHCPs who are accessing home-learning (either some of the time or all of the time) have learning adapted for them on a daily basis usually through direct contact with class teachers. For example, class teachers provide additional resources or instructions before live sessions to support in achieving outcomes; banks of resources are sent out in packs to support children in practical ways; expectations, which may be different to those of other children on live sessions, are communicated clearly to parents, so that they can participate in the lesson at the right level for them without being overwhelmed.

Support has continued for both our nurture group and KS2 support group, through small group or 1:1 Zoom sessions, in order to ensure that the positive relationships built with these adults prior to lockdown continue. Staff are able to continue to support these families in this way whilst also doing doorstep visits to keep in touch and share resources to support.

Where children have had barriers to accessing online learning due to lack of devices at home, school have provided support, eg loaning of Chromebooks.

All staff maintain regular contact with parents, as does our SENDCo, via Class Dojo. This ensures that we are fully aware and up to date with the circumstances of individual families, and can therefore adapt things in a timely manner where necessary. For example, increasing the number of school hours accessed by one of our EHCP children for a family who felt they weren't coping with their complex family needs in a home-learning environment.

Where staff have had concerns about individual families not accessing home-learning, this has been shared with SLT, and we have kept in regular contact and removed barriers where possible. We have seen the engagement levels increase, but this is still an ongoing fir some of our families to ensure that they get the most from our home-learning offer.

Areas for Development / Next Steps
Widen inclusion support 1-1 calls if lockdown continues, including whiteboard.fi resource. |
|---|---|
| **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**
Daily attendance monitoring and weekly phone calls for any children raising concern (2 sessions missed a week, or only 2 pieces of submitted work.)

Areas for Development / Next Steps
Use of interactive class whiteboards for children will enable their engagement during live responses to be monitored and shaped. |
| **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**
1-1 sessions with parents and/or children to explain how to use and access key digital platforms (Dojo, Google Drive, Meet etc)

Areas for Development / Next Steps
Continue to develop and research effective support for SEN children using digital platforms. |

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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

	School scores curriculum planning and delivery as good because...
Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum: • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day Key stages 3 and 4: 5 hours a day	**Strengths** Policy and class timetables enshrine minimum provision clearly. Staffing and contingency procedures ensure that this minimum provision is still reached despite staff illness. **Areas for Development / Next Steps**
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** Curriculum is based on the progression and expectations of re-aligned and refreshed curriculum (see doc) Adaptation is given to key areas such as computing, science and art where skills and investigative work will not be possible due to constraints of resourcing, principle or directed nature of learning. Remote learning mirrors in school learning. **Areas for Development / Next Steps** School leaders monitor which subject areas have been moved around to take into account more appropriate remote learning topics/subjects. Planning will need to be adapted for Term 3 to take into account this move and plug gaps in subjects that were swapped.
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	**Strengths** Live lessons (including both presentations of concept, feedback on findings and on fluid lessons where children can individually ask for feedback and check understanding) Pre-recorded lessons and explanations from staff, including the use of Oak Tree Academy, White Rose and specialist videos from SLEs and subject leaders (Art, phonics etc) Other educational videos or explanations (Education City, Twinkl etc) Scheduled time table for when and how independent work will be completed, returned to teacher and assessed. Google and Dojo platform is used to contain work, provide a common means of communication and limit the number of platforms children need to use.

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	pupils, including those with SEND.	**Areas for Development / Next Steps** Development of further foundation subject videos and live lessons, where possible, particularly for older year groups where concepts are more difficult to understand and interpret from written instruction. Use of visualisers to record step-by-step instructions and clear WAGOLLs for complex learning.
	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** Teachers mark and respond to individual submissions on Dojo portfolio. Detailed writing feedback is provided bi-weekly as part of writing process before re-editing and final draft. Live lessons incorporate feedback opportunities and small group teaching through allowing more confident learners to go offline and return. Google Forms is used by KS1-2 to check understanding and see, through exported data, what underlying issues and next steps are needed to ensure planning is focussed on children's needs, rather than a rote structure. **Areas for Development / Next Steps** Use of Whiteboard.pi application (and associated pad input for staff) to allow for children to provide live answers and share their thought process. This will enable feedback to be even more specific and in keeping with usual classroom practice.

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Capacity and capability

Schools support staff to deliver high-quality remote education.

	School scores capacity and capability as good because…
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** Regular staff meetings (every other week) to focus on remote learning effective practice and training. (Google Drive, Dojo portfolios, Google Forms etc) All staff are aware of the use of remote learning video applications and how to use these to present/feedback etc. Working parties to continue staff effectiveness in feedback, parental communication and wider enrichment opportunities outside school. Shared drive of Trust-wide remote resources. **Areas for Development / Next Steps** Development of teaching styles, resources and applications for live-lessons and pre-recorded examples, particularly for subjects that require more complex resources or resources off-screen (computing, science, art, etc)
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** Staff devices have been surveyed and updated where needed. Ethernet connectors provided to ensure connections are reliable in school. All log-ins to Google, Dojo and wider systems have been completed. Training needs met, as above. Iterative improvements developing through working parties, as above. **Areas for Development / Next Steps** Development of teaching styles, resources and applications for live-lessons and pre-recorded examples.
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** Working parties and regular headteacher meetings with Wickersley Partnership Trust. Evaluation and monitoring supported by expertise across the Trust. **Areas for Development / Next Steps**

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Communication

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

	School scores communication as good because…
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** Remote learning policy and timetable/itinaries are clear in providing parents structure and expectations. Policy and communication takes into account parents who may access/complete learning with their child at different times. School has staggered live lessons to ensure that families with multiple siblings can access learning and appropriate rooms. Pupils also follow timetable and teacher instruction to ensure that their learning needs are met. Clear protocols around submitting assignments to Dojo, with older children responsible for this themselves. **Areas for Development / Next Steps** Regular newsletter update for parents over any developing needs and expectation clarification.
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** All phase groups are integrating a shared community (remote and in-school) event within their timetable, such as show-and-tell assemblies (Ks1) and quizzes (Ks2) Regular weekly assemblies posted for children to understand the importance of a communal message. **Areas for Development / Next Steps** Develop shared assemblies or assemblies where children can contribute to the discussion.

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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.

	School scores capacity and capability as requires improvement because…
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** Safeguarding policy adapted, including clear focus on remote education and how to report concerns. Usual MASH supporting structures in place and used to report concerns. Clear communication through SLT to DSLs in case leaders are working remotely. **Areas for Development / Next Steps**
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.	**Strengths** Clear remote learning policy and set of expectations. Regular checks by SLT. **Areas for Development / Next Steps**
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** Regular staff check-ins at staff meeting. Children have regular calls and weekly phone calls where needed. Vulnerable children and those on EHCPs or SEN have more regular, bespoke contact. **Areas for Development / Next Steps** More robust pathway for ensuring mental health is supported in all staff, using Westfield etc. Set up meetings for all staff about their mental health. Ensure that all vulnerable and targeted children have a clear, timetabled phone call or catch up session and monitor this delivery.
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	**Strengths** Administration approach rooted in 'clear-desk' policy. New Bromcom system has replaced paper records. **Areas for Development / Next Steps** Update privacy policy. Conduct full GDPR audit, alongside named governor.

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Behaviour and attitude	Strengths
There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Clear policies and procedures made clear during remote lessons and before. Teacher's monitor behaviour and response during lessons, using mute and disconnect options where necessary. Teachers follow up any poor behaviour with parents to ensure a more positive approach moving forward. **Areas for Development / Next Steps**

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Potential actions and resources if score is 1 or 2

Leadership

The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education.

GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.

Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.

Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.

GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.

The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

GOV.UK provides the following guidance:

- recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year
- actions for schools during the coronavirus outbreak

remote education good practice

Remote Education and Pupil Engagement

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.

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.

The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.

The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.

Oak National Academy provides resources for teachers to support children with additional needs

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

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

Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.

GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.

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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:

- 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.

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

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.

The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with SEND.

RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment.

pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.

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

Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak

GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

The school workload reduction toolkit provides example communication policies and email protocols.

The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

Safeguarding and Wellbeing

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.

GOV.UK provides guidance on:

- safeguarding and remote education during coronavirus (COVID-19)

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- teaching online safety in schools

GOV.UK provides advice on supporting pupil wellbeing during remote education

GOV.UK provides guidance to support schools:

- with data protection activity, including compliance with GDPR to be cyber secure

GOV.UK provides guidance on behaviour expectations in schools.

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