

Fairburn View - Remote Learning Self Evaluation Framework - 3rd February 2021

Section 1 : 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 - 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 best practice.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|--|--|----------------|---|
| 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. | Clear leadership from HT & DHT Plan developed through bubble lockdown of Y5 in autumn term Staff have been exemplary and got on and delivered it – plan put together collectively. Ensuring sustainable approaches was an underlying principle Clear expectation that the offer closely follows the existing curriculum plan Staff confident in use of current platform which meets DfE requirements. | Plan is kept under constant review and opportunities to improve and share best practice considered – e.g. use of break out rooms to increase interactions. Leaders to consider the EEF toolkit and DfE Webinar to inform further development where appropriate. | 4 | To help develop your remote education plan: 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. Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure. Refer to Oak National Academy for help to deliver a planned curriculum for all. |
| Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. | Staff are confident with current approaches and supporting good levels of engagement. Good communication with parents and using well established lines of | Governors would like the use of Teams to be considered. Leaders are considering but equally recognise that considerable additional | 4 | 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. |

| | | | | |
|--|--|--|---|--|
| | communication which have helped to make engagement good. DFE template for information on website. | training for staff would be required, as well as for children and parents, to be able to move to new platform. | | 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 COVID-19. |
| Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: <ul style="list-style-type: none"> • 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 | Staff report on attendance to SLT Children flagged if no or limited engagement. Meetings to review engagement held 2-3 times per week Phone calls and home visits to check on well-being Staff rota supporting well-being and workload – 2 days per week for preparation at home SLT sampling examples and identifying best practice in remote learning Staff ‘shout out’ each week – staff being nominated for going above and beyond. Well being assembly on Friday Zoom pantomime for children coming up and a zoom magician in March to support well-being | Summary overview or engagement to be provided for governor monitoring. Governors to consider other ways to sample and monitor remote learning. Continue to work to address engagement where it is low. | 4 | GOV.UK provides the following guidance: <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce • remote education good practice |

Section 2 :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 - 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 best practice.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|--|-----------------|---|
| <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>Families surveyed in September to establish needs of families – informing school plans.</p> <p>Staggered zoom sessions arranged to ensure that one device will enable all ch in a home to be able to join.</p> <p>Parents lack of skill recognises as a barrier – on-going support at individual level to address this.</p> <p>Individual support for some families through visits.</p> <p>Ch. were trained during autumn – e.g. to make sure logins worked.</p> <p>Monitoring also enabling teachers to see where children have said they have completed work and parents have simply accepted without verifying.</p> <p>Self confidence issue for some children – gradual steps towards engagement with support from school.</p> | <p>Recognise further training of pupils in skills to be able to engage effectively with remote learning will be built in as part of curriculum when back in school</p> | <p>4</p> | <p>The EdTech Demonstrator Programme's remote education roadmap 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 Get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>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.</p> |

| | | | | |
|---|---|--|----------|---|
| <p>Laptops, tablets and internet access</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>Laptops, dongles etc distributed.</p> <p>Reduced work packs to absolute minimum – only for those with sig needs where adaptation needed.</p> <p>Other resources available for parents if needed.</p> <p>Increasing number of places for vulnerable children where remote learning is a concern.</p> | <p>Ongoing work to identify and try and overcome barriers – e.g. second devices to some families</p> | <p>4</p> | <p>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.</p> <p>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.</p> |
| <p>Supporting children with additional needs</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 right hardware and software to support their needs.</p> | <p>Reduced work packs to absolute minimum – only for those with sig needs where adaptation needed.</p> <p>Proportion of EHCP pupils are back in school.</p> <p>1:1 supports making twice weekly contact for extra work support, equipment – improvement from previous lockdown when SLT did this – know needs. Constant check ins with families. SLT still involved with high profile cases.</p> <p>IRIS support group run by the SENCo – separate zoom group. Including child who has secured place at special school</p> <p>External services also being accessed by some in school – e.g. physio</p> | | <p>5</p> | <p>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.</p> <p>The guidance for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p> |

Section 3: 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

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 best practice.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|--|--|----------------|---|
| 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: <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 Key stages 3 and 4: 5 hours a day | Minimum requirement being met Daily timetables in place for year groups Being tracked by outcome – evidence that work returned Close monitoring by HT & DHT Expectations for parents clear – e.g. website information using DfE template | | 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. | Curriculum following existing plans wherever possible All subjects being covered Some elements not feasible to be delivered within remote format. | Where not possible further gaps being identified for catch up once lockdown ends – e.g. curriculum weeks in the summer term being planned to block | 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 |

| | | | | |
|---|--|--|---|--|
| 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. | | cover certain elements of the curriculum. | | 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. | Peer to peer support from teachers – transparency and sharing of good practice. Lot of time being spent researching best resources/opportunities/approaches. Positive views on Oak Academy and making good use of resources Staff confident doing own videos of teaching Platform that has been tested with parents and is meeting their needs | Looking at potential to develop break out rooms to increase peer interaction and small group work. Governors would like the use of Teams to be considered. Leaders are considering but equally recognise that considerable additional training for staff would be required, as well as for children and parents, to be able to move to new platform. | 4 | GOV.UK provides: <ul style="list-style-type: none"> • 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. | Feedback given largely in response to submission of work through facebook or e-mails. Feedback aiming to be immediate and to acknowledge/praise work Individual feedback happening through smaller intervention groups Increasingly encouraging parents to add comments if children have struggled | Looking at potential to develop break out rooms to increase peer interaction and small group work and facilitate more individual feedback. | 4 | GOV.UK provides guidance on: <ul style="list-style-type: none"> • 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. |

Section 4:- Capacity and capability

Schools support staff to deliver high-quality remote education.

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 best practice.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|---|---|----------------|---|
| 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. | Leaders are fully aware of all government guidance. Practice is subject to regular weekly review with staff. Staff are sharing ideas and learning from each other as they go Movement of staff between year groups at the end of last year is resulting in teachers helping each other to understand year group expectations | Leaders to consider the EEF toolkit and DfE Webinar to inform further development where appropriate. Dfe webinar - https://www.giggabox.co.uk/departments-for-education . | 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 | Staff skilled up quickly – steep learning curve but have responded brilliantly Lot of trial and error to see what works with this community Worked in house with own IT managers. IT support confirmed not to move to Teams at this stage as it would | Will be ongoing CPD requirement to increase confidence over time Teams training to be considered. | 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 |

| | | | | |
|---|--|--|---|--|
| <p>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>introduce unnecessary disruption when things are currently working very well.</p> | | | <p>providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a print disability.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p> |
| <p>Strategic partnerships</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 EdTech Demonstrator Programme and curriculum hubs.</p> | <p>Sounds Write APP purchased and extra training for new staff completed remotely.</p> <p>NELI completed on line and resources purchased – ready to go and starting for children already attending.</p> <p>White Rose resources being used to support maths teaching</p> | | 5 | <p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • The EdTech Demonstrator Programme for advice and guidance on remote education, <u>including</u> 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.

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 best practice.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|--|------|----------------|---|
| 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). | Clear information on web site using the DfE template Facebook is main link for many parents and also have e-mail addresses for all as a result of FSM vouchers Lot of face to face and personal communication needed. Weekly and twice weekly phone calls where needed Lots of doorstep visits have also taken place if needed. Expectations very much tailored to needs of families. | | 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. 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. | Friday facebook live assemblies have attracted over 1000 views and very positive feedback from parents. They include reading a story, talking to particular children and 'special mentions' for children, showcasing work. Staff see leaders committed to doing the same as is expected of them. | | | |

Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

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 best practice.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|----------------|--|
| 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. | LA safeguarding tracker in place. Engagement and well-being closely monitored. Close liaison with relevant agencies where concerns exist and flagged with LA through the tracker. | | 5 | 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 . |
| 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. | Clear expectations in place and reinforced each day by teachers. | Possible concern has been recently raised re potential for KW children in school to be identified on zoom calls by adults at home. Leaders are considering solutions. | 4 | GOV.UK provides guidance on: <ul style="list-style-type: none"> • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools |

| | | | | |
|---|--|---|---|--|
| 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. | Well-being is a high priority and staff are monitoring closely each day with speedy follow to families where needed. Well-being sessions are built into the weekly timetable to facilitate peer interactions and to support well-being – e.g. class circle times, show and tell | Opportunities are trialled for unstructured social time to let children meet and chat | 4 | 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). | Yes | | 5 | GOV.UK provides guidance to support schools: <ul style="list-style-type: none"> • 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. | Behaviour expectations are clear and are being consistently met. In line with good behaviour which is the norm within regular schooling. | | 5 | GOV.UK provides guidance on behaviour expectations in schools. |