CLAYGATE
PRIMARY SCHOOL

Review of CPS
Remote Education Provision

January 2021

Aims of the framework

This framework aims to help school leaders and governors to:

- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the schools' guidance and the COVID-19 guidance for FE providers. Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

The framework differs from the remote education template, which is a high-level summary of remote education provision for parents, carers and pupils.

Scoring Key

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

Leadership

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

Approach	Strengths	Gaps	Actions and Next Steps	Score
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.	• Feedback from all stakeholders from March Lockdown considered • EYFS Lead responsible for EYFS provision and support on Tapestry • DHT with responsibility for KS1 provision, KS2 Leader responsible for provision on for KS2 pupils with DHT overarching responsibility for ensuring consistency across all 3. • Initial plan produced and shared September '2020 - plan revised January 2021 in light of Lockdown and shared with all stakeholders. Plan is on website • Adaptations in place to facilitate participation by all - all children are encouraged and expected to engage	• Initial gaps identified re how to record solved by utilising ScreenCastify: KS2 Lead led staff training • Early monitoring showed some inconsistencies: DHT created guide so all knew expectations and layout for GC • Feedback from Lockdown 1 indicated that SEND pupils and parents needed more support and CPS has reflected on this - provision has been improved as a result	• Computing Lead to revisit Remote Learning Policy (written Sep 2020) to include responses to questions for governors: [Cyber security in schools: questions for governors and trustees](#) gives guidance on how to remain cyber-secure.	4

Communication • Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	• Feedback from all stakeholders from March Lockdown considered • Initial plan produced and shared September '2020 - plan revised January 2021 in light of Lockdown and shared with all stakeholders. Plan is on website • Ensure governors, staff, parents and carers are aware of remote education provision by maintaining regular communication and providing updates on any changes to the provision. Parentmail, class reps, Google Class and website used to communicate key information	• Social media was not used to full potential during Lockdown 1	• Increase frequency of Twitter use during Lockdown and introduce school Facebook site for ease of communication	**5**
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	• Feedback from all stakeholders from March Lockdown considered via online survey & future surveys planned • DHT monitors consistency and quality of offer on GC, supported by phase leaders	• DHT provided training on Mote. This has been well received by parents and reduced staff workload • Attendance officer has now had full training and engages together with	• HT/DHT to carry out analysis of number of pupils in school, pupils engaging with GC remotely etc	**3**

• 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	• Remote education forms part of appraisal targets for all staff • Daily attendance figures uploaded to DfE, including for children in care • Parents forum meeting to discuss current remote offer in February 2021 • Protected breaktimes and lunchtimes for teaching staff - additional release built into weekly timetable alongside protected PPA. Staff training moved to during school day and non-urgent meetings cancelled	DSL in monthly remote meetings with EWO • DHT has provided training for all support staff on using Google Meet - this is now used to carry out weekly check-ins • Weekly supervision slot offered to all support staff who are undertaking 1:1 instruction via Google Meet		

Remote Education Context and Pupil Engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Approach	Strengths	Gaps	Actions and Next Steps	Score

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
	• Pastoral team, including ELSA provide support via 1:1, assemblies, check-ins and ELSA packs
	• Expectations shared with parents and pupils regarding timetables, start and end of day, duration of tasks, importance of maintaining a clear routine e.g. getting dressed
	• Weekly check-ins via Google Meet
	• Weekly live celebration assembly for all children
	• Some live teaching brings community together e.g. kuk sool, Japanese, music
	• Curriculum continues to be broad and balanced including weekly enrichment sessions
		• Loan system in place so that pupils who do not have access to devices can continue to learn remotely
		• Check-ins with pupils resulted in identification of pupils who were engaging with learning but via mobile phones - these pupils have now been loaned devices
		• Headphones have been loaned to pupils to facilitate concentration
		• Live learning sessions now in place in some subjects to facilitate sense of community and facilitate social skills
		• Individual feedback given to all pupils via check-ins so that pupils understand how to manage their remote learning if this has been perceived as an issue
			• CPS to consider how to adapt remote education provision depending on a pupil's home environment.
			
			• CPS to consider The Education Endowment Foundation [metacognition and self-regulation toolkit](#) on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.
				4

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.	• Chromebooks have been loaned to all families where they have indicated a need • DHT monitors any families where engagement is low to offer support • School able to offer support with internet if needed • Individual support given to families struggling to access GC and online materials due to lack of skills • Resources carefully selected to ensure accessible to all (e.g. do not require printing)	• Significant increase in number of devices loaned to families - due to high quality remote learning offer and expectation of engagement • Newsletter signposts parents to DHT for tech support • Newsletter signposted parents to contact office should they need additional internet capability at home	• Look to community to explore funding streams	**4**
Supporting Children with Additional Needs	• All pupils with EHCP offered places at school and encouraged to attend	• Consideration of previous offer during Lockdown 1 has led to identification of gaps followed by	• CPS to consider The EdTech Demonstrator Programme has made a range of SEND resources -	

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• 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.	• Those not attending school due to shielding letters have twice daily teaching input delivered by designated adult in addition to class teacher's input • Work packs provided to those who need it • Small % EAL in EYFS catered for via video approach to remote learning • Home visits to small percentage of children with particular set of family circumstances • Guides to using Google Classroom and Google meet produced and shared with all stakeholders. In addition, guidance on managing remote learning produced and shared with parents/carers	implementation of range of bespoke solutions •	consider a range of resources in order to meet the needs of CPS pupils as appropriate • SENDCo to explore and share RNIB Bookshare, providing on-demand access to over 350,000 accessible digital books for pupil with dyslexia or visual impairments or a print disability • National Star's SEND hub • Consider pdnet training events for staff re alternative communication technology to support pupils with SEND.	3
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.	• Daily attendance returns completed by Attendance Officer provides data • A check-in log is kept and any absences followed up on immediately	• Check-ins introduced facilitate engagement and are a motivating factor	• Advice referenced on how schools should monitor engagement remote education expectations guidance.	4

	• Any pupils learning remotely who do not engage receive phone call from member of staff • EWO consulted as appropriate			
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.	• Mote is used to provide verbal feedback on remote learning and supports with additional needs and those who have weaker literacy skills • Daily 1:1 check-ins ensure children are able to use technology effectively and ensures issues are addressed in a timely manner • Where technology is used to support the school's remote education provision, CPS has provided practical support and guidance to parents and pupils on how to use the technology	• Provision since lockdown 1 reflected on and following has been introduced: Google Meet, Mote (verbal feedback), live check-ins etc. This has run smoothly as pupils are now more familiar with technology having used G-Suite during Lockdown 1 • Guides to using G-suite have been produced and shared with parents and pupils	• CPS to consider The EdTech Demonstrator Programme has made a range of SEND resources - consider a range of resources in order to meet the needs of CPS pupils as appropriate • SENDCo to explore and share RNIB Bookshare, providing on-demand access to over 350,000 accessible digital books for pupil with dyslexia or visual impairments or a print disability • National Star's SEND hub • Consider pdnet training events for staff re	4

| | | | | alternative communication technology to support pupils with SEND. | |

Curriculum planning and delivery

CPS has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

Approach	Strengths	Gaps	Actions and Next Steps	Score
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	• All pupils have menu of lessons for each day equivalent to their usual timetabled offer • Broad and balanced curriculum ensured with lives and recorded subjects as well as additional enrichment activities • Care is taken in planning remote sessions so that teaching is clear and concise and learning is set to fulfil the government's expectations re time	• CPS children and families are increasing capacity and settling into routines. Many will build up to this expectation	• Expectations to pupils and parents shared and followed up individually if engagement is low	4

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.	• Teachers collaborate within year groups to simplify their original schemes of learning, ensuring they are fit for purpose in the virtual world. • This means some units have been postponed until later in the year whilst ensuring the sequence of the curriculum is clear and well considered • Half termly overviews for each year group have been shared with pupils and parents so pupils have a clear sequence of learning • The remote curriculum is identical to the one taught in class in the main with some adaptions to teaching and learning resources so they can be delivered online • Care is taken in planning remote sessions so that teaching is clear and concise	• CPS is aware of current gaps post Lockdown 1 and 1:1 tuition continues to ensure children at home and at school have the support they need. Via our additional staffing employed for 'Catch-up' • TAs also utilised through 'Catch-Up' funding for supporting pupils have additional slots with identified pupils to ensure they receive their planned allocated support	• Staff to record curriculum changes to ensure all pupils are on track on return to school in March	3
Curriculum delivery • The school has a system in place to support remote	• Oak Academy, BBC Bitesize are used to support curriculum delivery of foundation subjects	• Last lockdown, paperpacks were given to support children with	• SENDCo to meet with staff team to share expectations re ISP	4

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.	• WRM learning resources used to deliver Maths curriculum remotely. • Offer includes recorded teaching and independent tasks such as linked worksheets and quizzes • Live lessons for some aspects of the curriculum e.g. Music, MFL and PE alongside live check -in sessions for all pupils • Google Classroom and other G-Suite resources such as Google Meet used as school platform for remote learning • Additional intervention materials such as Lexia, Doodle maths, TT Rockstars, spelling shed made available to pupils remotely and level of interaction monitored in school	additional needs and to support ISP targets. This was successful and has been repeated where this was successful. • These children are supported carefully through differentiated learning and additional SENDCO/ TA / CT support as appropriate to ensure ISP targets are still a focus • Provision for pupils with additional needs who may not have an ISP has also been considered.	targets and provision for children with additional needs	
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	• Pupils are allocated work which can be marked within a realistic timeframe • All submitted work receives feedback - this is a combination of written, oral (though use of Mote technology and via check-	• In some cases it is difficult to assess children as it is not clear how much support a child has received. Lockdown 1 suggested some	• Encourage parents to support their child but also to encourage their 'have a go' attitude and independence.	**4**

tasks. • The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	ins). Feedback may be individual and/or group • Weekly live assembly celebrating achievements • Daily recorded video used to give feedback to year groups and to address common misconceptions • DHT to continue to attend LA half-termly assessment briefings and share with staff • Support Staff have tracking grid to note outcomes of check-ins

children had thrived, submitting work to a good standard, however on return, they could not sustain this level without support.	• Reports and Parent Consultations to go ahead in Spring. SLT to look at proforma to ensure this also reflects remote learning attitude, engagement and achievements

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Actions and Next Steps	Score
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.	• SLT have ensured all guidance and expectations have been read and cascaded to relevant staff • Support has been given as needed • Many new resources had already been purchased in	• Weekly live remote sessions for teachers and support staff to disseminate current guidance introduced following feedback from Lockdown 1	• Maintain networking opportunities (as above) to share and cascade good practice and resources.	4

	anticipation of further lockdown/bubble closure			
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.	• All staff can access school systems remotely and have had support and training • Additional resources purchased to support e.g. webcams, chromebooks, clickers • Time allocated through staff meetings and phase meetings to launch new technologies and support with implementation	• Additional chromebooks applied for via DfE scheme • Friends of CPS purchased additional chromebooks and resources to support remote teaching • Grants sought to further enhance tech provision	• Look to community to explore funding streams	**4**
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	• Through networking with other schools, including ELT and partner school, best practice continues to be shared and developed • HT/DHT attends regular briefings from Surrey, Safe, NAHT and ELT		• Maths lead to stay in touch with Maths hubs to improve maths education to keep abreast of good practice and cascade to staff team • English Lead, KS1 Lead	**4**

the EdTech Demonstrator Programme and curriculum hubs.	• SIP continues to support school via regular remote check-ins • HT chairs ELT HT group - ensuring regular opportunities to network and feedback successes and EBIs		and EYFS Lead to utilise English hubs to improve teaching of phonics, early language and reading in reception and year 1 • Computing lead to liaise with 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.

Approach	Strengths	Gaps	Actions and Next Steps	Score
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 remote teaching plan communicated so that expectations are understood by all • Guidance given to parents/carers and pupils on how to use Google Classroom with guides written. Majority of parents/carers familiar with GC as was in use during Lockdown 1 - current offer builds on previous success	• Timetables to be shared so that parents/children have clear overview of week and can manage remote education successfully (particularly with regard to scheduling of live sessions) • GC expectations document created for teachers so there is consistency of approach across every year group	• CPS SLT to reflect on 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.	4
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	• Opportunities for all pupils throughout each week to participate in shared interactive lessons and activities including; • Japanese	• There was no live provision during Lockdown 1 and pupils fed back that they missed social interaction with peers & connecting with staff in school	• Consider good practice from other settings .e.g art challenges, sports challenges	4

belonging, especially disadvantaged and SEND pupils.	• Weekly celebration assemblies take place live including sharing of team points and other successes • Weekly live music and PE lessons for all. • Additional ELSA, music and HT values assemblies shared with community	• Although some community challenges were well received during Lockdown 1, we have expanded our provision for future lockdowns		

Safeguarding and wellbeing

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

Approach	Strengths	Gaps	Score	Actions and Next Steps
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.	• Addendum to safeguarding policy in place to reflect current Lockdown - shared with all stakeholders • Regular signposts in newsletter to E-Safety information • Full online safety curriculum continues to be taught remotely	• Protocols re live check-ins written and shared with parents as were not required during Lockdown 1	4	• DSL to consult with guidance on Safeguarding and remote education during coronavirus (COVID-19) • And will 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.	• Protocols re live check-ins written and shared with parents • Staff record all live sessions to ensure safeguarding - parents are aware of this through protocols shared • Full online safety curriculum continues to be taught remotely	• Protocols re live check-ins written and shared with parents as were not required during Lockdown 1	4	• E-safety Lead to consult guidance on Safeguarding and remote education during coronavirus (COVID-19) and 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.	• Live weekly check-ins for every pupil so that any issues are quickly identified and addressed • Weekly opportunities to maintain sense of belonging and community e.g. live celebration assembly, music assemblies • Pastoral team continue to prioritise sessions with identified pupil and provide assemblies and activities for all children	• During Lockdown 1 not every pupil had an opportunity for regular face-to-face check in and so this was a priority going forward • There was no live provision during Lockdown 1 and pupils fed back that they missed social interaction with peers & connecting with staff in school	4	• Pastoral Team (including SENDCo and ELSA) consult 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).	• As always, CPS is compliant with GDPR using Satswana as our DPO • IT provider ensure security settings are in place for G-suite resources. DSL continues to receive updates on content viewed	• The school identified new platforms e.g. G-Suite - GDPR has been considered when using these systems	4	• HT to consult guidance to support with data protection activity, including compliance with GDPR • E-safety Lead to liaise with IT support to ensure CPS is 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.	• Protocol for live sessions and 1:1 check-ins shared - including protocol for behaviour in these sessions • High expectations of behaviour and work ethic continue to be maintained through remote learning	• Protocol for live sessions produced and shared with stakeholders	4	• Monitor & seek feedback from staff via weekly meetings • As appropriate SLT to consult guidance on behaviour expectations in schools.