Remote Learning at Thomas Gray

Reviewing our current provision

As a school, we are always looking for ways to enhance the learning of our pupils. The following review of our remote learning experience demonstrates areas we feel are particular strengths, along with ways we will continue to develop and improve the package on offer.

Scoring

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.

Approach	Strengths	Next Steps	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.	SeeSaw, Purple Mash and Google Classrooms all allow teachers to seamlessly continue to provide the well- planned and sequenced curriculum that is taught in school when transitioning to remote learning. Lesson resources are all transferable using the platforms, so the taught learning journey is in no way affected by remote learning. Clarity is achieved by sharing additional pre-recorded videos, including external providers such as White Rose and live zoom lessons from class teachers and teaching assistant staff. Pupils access teaching that is in line with the school curriculum when remote learning. The lesson slideshow and modelling resources are used alongside the teaching input from pupils' class teacher to record a teaching video/audio or interactive slideshow.		5	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. 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.

Communication				
Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education	Remote learning was the CPD priority over the autumn term 2020 – including part of INSET day led by Purple Mash Team Several staff meeting and subsequent follow-up meetings with staff have ensured that all staff are confident and aware of the expectations for remote education. This has included individual 1:1 staff coaching sessions lead by the remote learning lead. Parents have been contacted regularly to explain the remote learning approach and with video and visual guides showing how to get set up. Families have also received individual coaching sessions from the remote learning lead and/or class staff. We have a dedicated page on the school website to support all stakeholders. All parents are contacted weekly, those who are not connected or engaging with the system are prioritised on the weekly call out contact list by class staff. Records of contact lists are shared with school pastoral officer. The availability of paper copies for pick up or drop off is always made available. Messaging tools allows for direct, regular contact with families . All systems and documentation have been shared with our governing body and Q&A recorded in the minutes.	Next step: Ensure systems for remote learning in EYFS are shared with Governors. Shared via email 28th January 2021	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. 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).

Monitoring and evaluating	Staff workload is a high priority and steps have been taken to reduce this:	As teachers' competence and confidence continues to develops - Teachers do sometimes at present do not use the most efficient methods, leading to slightly increased workload.	4	GOV.UK provides the following guidance:
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	Pre-prepared lessons from Oak Academy, Little Wandle Learning trust phonics, White Rose lessons can be used for a variety of lessons. Where possible the teacher leading remote learning works from home that day/ week, with no face-to-face teaching responsibility. This is dependent on bubble staffing and numbers. SLT have access to all class and are able to monitor and evaluate on a daily basis. Technical issues are resolved by a specified member of staff – the remote learning lead Miss Bell with support from Knowsley CLC rather than teachers. In addition each class has a dedicated phone line run by a member of staff not on site on that day. Staff sickness and absence, and that of pupils in school are recorded through the school procedures in place, SIMS and Studybugs. Pupil remote learning attendance and engagement are logged through Google Classrooms, Purple Mash and Zoom attendance registers . This is then used to contact parents where engagement is a concern to support families in engaging with remote education. The Pastoral officer and Remote learning lead meet weekly to prioritise SLT/ pastoral officer/ Early help referral contact.	Next STEP: Following remote learning monitoring by a member of SLT (01/08), best practice will be shared for working more efficiently across the school via a brief staff meeting and top tips email. COMPLETED Next step : SeeSaw Engagement registers to be completed by TA as part of weekly tasks in EYFS. COMPLETED ONLY IF WHOLE CLASS IS CLOSED		• [recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](#) • [actions for schools during the coronavirus outbreak](#)

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	Next Steps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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	Contact was made with all families early this academic year to build a clear picture of home learning environments. The school inclusion Sencos, Owl room and Pixie room Teacher are in regular contact with families that may need further support. Engagement is checked regularly and the vast majority of pupils are accessing the remote learning platform. Around 70% of online engagement for Nursery, either through likes, comments, completed assigned activities, photos and videos. Those who are not are provided with paper-based alternatives that are still in line with the school curriculum and are contacted. An expectation is that weekly paper copied are returned to school for assessment. School is providing 1:1 Zoom tutorials and phone support to engage children and parents and to build confidence. Regular zoom sessions are in most classes where staff can see children in their home environment.	Next Steps: Some pupils are struggling due to the sudden and abrupt move to independent learning. The school's Science for Learning Team are creating and providing short videos that explain and model metacognition strategies to support pupils to manage their own learning and adapt to the new arrangements. Introduction of Science for learning puppets is part of the school improvement plan and will be introduced via the videos. (22/2/21). Resilient Ralph used in school and will be carried over to home learning if needed. SEPT 2021	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.	All Families were contacted early this academic year to build a clear picture of home learning environments. Further contact was made during individual bubble closures in the Autumn term 2020 and January 2021 at the start of lockdown. Following audit governors agreed to purchase of 50 Chrome books from Capital funding. The school was also successful in applying for 50 Chrome books from the DFE and pre-paid SIM cards from Vodaphone (2020/2021) and an additional 10 chrome books for the 2021/2022 academic year. 10 Vulnerable families with a social worker were provided with a device via the LA from DFE funding. 12 families without internet have been supplied with preloaded sim cards or a pre loaded dongle. School have completed the application to support 24 families to receive increased data from their network provider until 31/07/21. Completed by Miss Sharkey. 66 families had no device at all in the home to access remote learning / ALL of these families have been given a chrome book and an Ipad Overall, we have given out 76 devices to families to support with remote learning and 12 data SIM cards/dongles. NB – Every child attending KS2 all have access to a Chromebook. 2021/2022 – currently all children in Year 1 – Year 6, including the Pixies have a Chromebook. These are currently being used in school and at home to access homework e.g. google classroom, purple mash, timetables rockstars etc.	Next step: On delivery of devices – school to issue additional devices so that each child in every household has a device. Next Step: every class (Y1-Y6) to have a full class set of 30 chrome books as they currently only have enough for the number of children in their class.	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 .	We differentiate and scaffold work to suit all learners, particularly pupils with SEND. All parents of pupils with SEND have regular contact from their class teacher and school SENCO to support their remote education experience. Pupils with SEND are provided with additional paper copies of work if this is beneficial to support their individual needs. Every child on the school's SEN register on a level 2 or level 3 plan or EHCP who is not on site is being offered 1:1 zoom sessions – in some cases daily. Some children are also being offered differentiated group zoom lessons in addition to this. All children on the SEN register are being supported through quality first teaching e.g. additional resources such as word banks Year 4. Differentiated video sessions – Phonic year 1			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

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.	Pupil remote learning attendance and engagement are logged through Seesaw, Purple Mash, Google Classrooms and Zoom attendance. This is then used each week to contact parents where engagement is a concern to support families in engaging with remote education. Champion Trier awards are given weekly for home learning and those in school. This is given through a virtual assembly by the Headteacher or Deputy Headteacher. We offered weekly zoom quizzes for all of the family to boost engagement and fun.	Next Step: monitoring of pupils are connecting to the platform, but not engaging /submitting work. This will be monitored and strategies put in place to increase engagement across the school. Next Step: Extension of weekly challenges – some away from online e.g. Mental Health Week activities 01/02/21. Extension of 'touch base' activities to increase social interaction e.g. weekly family quiz on Fridays via Zoom.		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.	All teaching is carried out through voice or video recordings to ensure that all pupils can access the learning. Our remote education platform includes options for pupils to submit voice recordings or video to explain their understanding where written language is a barrier to learning.	Next Steps: SENCos to contact SEND department and draw on advice from local networks to look at additional Assistive technologies for pupils with SEND. COMPLETED	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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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.	Questions, quizzes and other suitable tasks are shared using the Portfolios feature and pupils are able to interact with the resources when completing their independent task. The class teacher receives completed work and provides live feedback to pupils every lesson. This may be in the form of additional explanation or support or signposting pupils to key points in the pre-recorded teaching input that may have been missed or not understood at first.	Next step: Assessment lead Mr Sutton to research possible additional strategies to complement procedure already in place via Google Classrooms etc .formative assessment accuracy particularly in foundation subjects to support the transition back into school. Next step: Further SLT monitoring feedback to children and the impact this has.	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.

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	Pupils are taught a daily lesson over Purple Mash, SeeSaw, Google classroom and Zoom in Maths, English and reading/ phonics along with a foundation lesson in line with our broad and balanced curriculum. They receive above the minimum hours, including weekly: • PE live virtual lesson; Online music lesson; Teachers reading to the children. • Pupils also complete a number of independent tasks using software and platforms the school have a subscription to, such as times tables and spelling practise, reading activities, alongside daily exercise, reading and handwriting. Platforms include – Nessy, Time tables rock stars, Spelling shed and Collins ebooks. The school follow best practice guidance with a blend of live online lessons, recorded sessions and non screen tasks.	Next step: clear communication of the recommended timings to parents would further support parents to ensure appropriate learning time and reviewed timetables – 01/02/21. This will include a paper letter drop as well as online update.		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.

Curriculum planning	SeeSaw, Purple Mash, Google classroom and Zoom allows teachers to seamlessly continue to provide the well planned and sequenced curriculum that is taught in school when transitioning to remote learning. Lesson resources are all transferable using the platform, so the taught learning journey is in no way affected by remote learning. Clarity is achieved by sharing an audio or video instruction / modelled session from the teacher.	Modification of the English curriculum which was planned for the spring term around quality texts. English team have ensured that all classes are covering the key skills and objectives for the Year group and being encouraged to read the allocated text for the spring. The nursery class are piloting the use of Talk for writing model around a quality text and if this is successful the good practice will be shared across the school.	4	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.
The school has a clear, wellsequenced 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.				
	Pupils access teaching that is in line with the school curriculum when remote learning. The lesson slideshow and modelling resources are used alongside the teaching input from pupils' class teacher to record a teaching video/audio or interactive slideshow.			

Curriculum delivery	Daily maths, English and reading lessons are taught over various platforms noted above. The lesson slideshow and modelling resources are used alongside the teaching input from the pupils' class teacher or high- quality curriculum resources to provide clear explanations of each area of new content.		4	GOV.UK provides:
The school has a system in place to support remote education, using curriculum-aligned, resources.				• guidance on accessing and buying resources for remote education
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.	Pupils in Elmer, Nursery and Reception , Year 1 and Owl room use SeeSaw to deliver remote learning, as this is the platform that families are already familiar with. The remote learning experience over SeeSaw is closely matched to the other platforms with pupils receiving the same levels of remote education.			• resources on remote education good practice
				• guidance on how to access and set up online digital platforms to support delivery
The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	Pupils in Year 2- Year 6 use google classroom to deliver remote learning.			• Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.
	Pupils with SEND receive targeted teaching and resources to ensure that their individual needs are met e.g. Owl Room and Pixie Room			RNIB Bookshare, which was established through DfE's pilot load2learn, is providing ondemand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.

Capacity and capability

Schools support staff to deliver high-quality remote education.

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.	All relevant guidance is read and adhered to. This is shared with teachers. Teaching/Non-Teaching Staff have completed the following CPD from National Online Safety. • Annual Certificate in Online Safety 2021-2022 • Annual Advanced Certificate in Online Safety for Safeguarding Leads • Certificate in Delivering Effective Blended and Remote Education	Next Steps – To gain Remote Learning Accreditation 2021/2022. School staff to complete the remaining courses to gain this accreditation.	5	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 interactive to ensure staff continue to support effective teaching practice remotely. | Staff have access to all of the resources and tools that they would normally have available.

Some staff have been provided with additional school devices to ensure good delivery of provision.

Expectations of remote learning across the school have been designed to ensure that remote learning is accessible for all pupils.

Guidance to ensure that teaching and learning is appropriate for all learners has been provided to staff, with further guidance around 'best practice' to ensure that resources are accessible for pupils with SEND provided by the school inclusion team.

Staff have received training on how to use our Real Smart system and google classrooms. (Oct 21) | Next step: digital book access for dyslexic children to be piloted DFE load2learn in Year 4/6/3 for dyslexic children. (22/2/21) | 5 | 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 ondemand 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. |
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Strategic partnerships	The remote learning lead has worked closely with the Hawthornes leadership college who are part of NGfL Ed Tech programme and he has also attended additional training including:		5	There are several school-to school support networks which you can make use of, including:
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.	• Real Smart – Google Classroom Training • Managing Behaviour and Disruption in Remote Education • Remote Education: How to Deliver Safe Online Lessons – Webinar • Supporting Pupil Wellbeing and Mental Health During Remote Education Key points have then been fed back to staff to ensure a high level of remote education provision. Good practice has been shared by headteachers in The Strand network of which Thomas Gray is a member, the document included Remote learning leads so that contact can easily be made for support.			• 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.

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).	Parents and carers have been given clear and regular guidance on how to support pupils at home. Where further support was needed, this has been provided to specific families or groups. Pupils spent time while in school becoming familiar with the remote learning platform and practised submitting assignments and accessing teaching materials. Parents invited to share their top tips with other parents	Next step: Reviewed timetables communicated to parents on recommended timings to further support parents to ensure appropriate learning time.	4	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 (COVID19).
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.	Each class runs at least one weekly Zoom meeting where pupils can socialise, take part in a quiz and story. Weekly whole-school quiz, Star assemblies, Alongside other events such as scavenger hunts and art and design competitions maintain the sense of community and belonging. Five a day lessons are a shared activity as a 16 whole class; as well as Everton FC Zoom Sessions as part of the Premier League Stars Programme.		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.

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.	The school Remote Learning Policy sets out clear protocols to ensure that pupils are safe during remote education. School staff follow the regular reporting routes for safeguarding concerns. National Online Safety courses completed before delivering class, group or 1:1 Zooms		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 prerecorded videos, teachers understand how to keep children safe whilst they are online.	Online safety is taught to all year groups each year, ensuring that teachers and children are aware of how to stay safe online. Teachers have been trained using Zoom by remote learning lead and have Zoom rules in place.		5	GOV.UK provides guidance on: • 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.	Each class runs At least one weekly Zoom sessions where pupils can socialise and take part in a quiz and story. We hold events such as a weekly whole-school quiz, scavenger hunts and art and design competitions to maintain the sense of community and belonging. School counsellor provides 1:1 telephone support for Pupils, parents and staff. This can be facilitated socially distanced Covid Secure on site if needed.	Next Step: School counsellor and Pastoral officer and PSE lead to host virtual parents coffee morning to discuss parent and pupil wellbeing and offer support – Miss Whalley (On site School councillor) and Miss Goulbourn and Mrs Melia	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).	All systems have been checked for compliance with GDPR and parents fully informed on the way their data will be used and stored. Parents signed to give consent for their data to be used.		5	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.	Behaviour and attitude expectations remain the same as in the regular school day, and pupils are reminded of these regularly. Weekly Remote Learning Achievement Assemblies are attended by whole school with the Headteacher. Any online behaviour issues are dealt with following the school behaviour policy with cards being issued linked to Good to be Green and children spoken to by Remote Learning Lead and the Headteacher.	Next step: Ongoing to continue to have high expectations for pupils to engage in remote learning to the best of their ability.	4	GOV.UK provides guidance on behaviour expectations in schools.