

Remote Learning Provision Audit January 2021

School Thomas Gray Primary School

Date: 2nd February 2021

Present: Racheal Rimmer (Headteacher), Chris Davis (Remote Learning Lead), Ellie Goulbourn (EYFS) Steve Rees, Jayne Hains Sefton LA

Does school have a whole school Policy for Remote Learning on the website?

Yes

There is a comprehensive suite of detailed documentation available on the school website to provide information for parents about the remote learning provision.

Key questions to consider from DFE and Ofsted guidance on Remote Learning.

Delivery

What is the primary digital platform school uses to deliver remote education?

The school is using a number of different platforms to suit different age groups. These include Seesaw, Purple Mash and Google Classroom. School Leaders were able to clearly articulate the reasons for this and provide evidence that although different platforms are used in different phases the quality of provision is consistent across the school. The school had prepared well for the current lock down, as such quality remote provision was able to start on day one.

What face to face contact/ teaching can pupils expect to access in the remote education offer?

The school is using a combination of pre-recorded lessons and live zoom lessons. Where lessons are pre-recorded, these are either recorded by school staff or taken from online resources such as Oak Academy and White Rose. Typically live lessons mirror the normal structure of lessons in school. Activities are embedded within the lesson presentations. Typically pupils use chat facilities available on the digital platform to interact with teachers and to ask questions and receive feedback. The school also offers 1-1 and small group teaching for SEND pupils and any other pupils identified by teachers as needing additional support. Teachers and teaching assistants deliver these sessions.

Does the offer of remote education include at least 4 hours of learning for key stage 2 pupils and 3 hours for key stage 1 pupils (*with less for younger children*)? This includes time allocated for pupils to complete tasks?

Remote education provides the statutory requirement of online learning for all pupils including a combination of teaching and related tasks. There was evidence to support this through samples of online lesson activities and homework.

This is consistent across school but via different

	platforms
Does the remote learning deliver the planned Spring term curriculum content and is provision well sequenced, so knowledge and skills are built incrementally?	<p>School Leaders reported that all classes are covering the planned curriculum content for the spring term. Delivering high quality Talk for Writing lessons has presented some challenges. This has now been overcome and trialled in EYFS and is about to be rolled out across the school. Talk for Writing plays a central role in developing and securing standards in writing. As such the school has worked hard to overcome the barriers. From discussions it was clear that teachers are planning for progression in knowledge and skills across the curriculum.</p> <p>The school expressed an interest in taking part in writing moderation activities led by the LA in the summer term. The headteacher reported that the teaching of writing continues to take place the school provided evidence of writing tasks being completed and as such these could be used during the moderation process.</p>
Do the learning opportunities for those attending school match those that are working from home?	<p>A high percentage of children attend school each day this includes the majority of vulnerable pupils, those with an Education Health Care Plan and High Needs Funded pupils. Pupils who attend school access the same learning as those who are at home. Pupils in school take part in live zoom lessons as those pupils at home using individual devices in school.</p> <p>The school reported high levels of pupil engagement during lessons and most pupils completing and submitting tasks online. Where this is not the case it is followed up records of concern sheets were shared in the meeting.</p>
Is the quality of provision the same across each year group? If not, are there any remote learning CPD requirements for staff?	<p>The school provided evidence of the commitment made to staff CPD during the autumn term in anticipation of the current lock down. Teachers and support staff have accessed a wide range of CPD that has skilled staff to be able to deliver an ambitious delivery of remote education. The headteacher reported that the Local high school had been instrumental in providing ICT support for individual teachers. This has led to consistent quality of provision across all age groups including nursery.</p>
How does the school monitor pupil progress and give feedback to pupils?	<p>The school provided evidence of how they monitor completion and marking of pupil's tasks. Feedback can take the form of written comments but is also often attached to pupils work as sound bites providing oral feedback. Ensuring work is marked regularly supports teachers in monitoring pupil progress.</p>

What additional online learning resources does the school website refer parents to?	The school posts virtual classrooms online which provide clear links to a wide range of age appropriate online resources such as TT Rockstar's, phonics games and online books and stories
Accessibility	
Has school audited pupil's hardware needs?	The school has undertaken a detailed audit and ensured not only that each household has appropriate devices but that each child within the household has a device. During the autumn term the school invested in a large number of Chromebooks which are being used, in the main, by the pupils attending school. A small number of these have been loaned to children accessing learning from home.
How does the school ensure most pupils will have access to a device?	See above
Has school applied for any DFE grants/initiatives to acquire free hardware for their most vulnerable pupils?	The school has made good use of DFE grants to purchase Chromebooks and has also accessed funding for the National Tutoring Programme. Support has been targeted at Year 4 for the tutoring programme. The decision to do this is linked to analysis of attainment and progress data across the school.
Have any school owned laptops / iPad/ chrome books, accompanied by a user agreement or contract, been distributed to any of your pupils.	57 chromebooks and 20 iPads have been distributed to homes
For those pupils who don't have access to remote education on line does school provide packs of hard copies of the lessons? Are these comparable with the on-line resources.	All pupils have devices to access remote education however where parents or children have found this challenging they can request home packs of work. The work packs cover the same as the planned online work. The school has also provided home pack to ensure all children have white boards, pens and basic maths equipment such as Numicon.
Under the category of vulnerable pupils are any of your pupils attending school due to having difficulty in engaging in remote education e.g. due to a lack of hardware /suitable space to learn	The vast majority of vulnerable children are attending school. Where they are not they have been provided with all the necessary equipment to access remote learning.
What does school do if pupils who can and should be accessing the remote education but are not doing so?	The school has robust processes in place to monitor who is accessing and completing learning tasks. Where pupils do not have an online presence this is quickly recorded by staff and followed. Evidence was seen of the records held by teachers and the traffic light system of concern. The Headteacher ensures all concerns are followed up quickly.

Effectiveness

How has your remote education offer to pupils changed since the first lockdown in March?	The school provided strong evidence of the improved provision in remote education since the first lockdown. Most notably this includes strong provision of 1-1 support for SEND pupils and ability for all pupils to access remote learning as a result of securing a large number of Chromebooks and iPad.
How do you know your remote learning has been effective? Is this backed up with any data from autumn term 2020 i.e. assessments such as NFER tests /phonics screening?	The Headteacher outlined very clearly how the school intends to measure the effectiveness of the remote provision on pupil progress. During the autumn term there was evidence of catch up in most year groups from the children returning in September up to the end of the autumn term. Some concerns about attainment and progress remain in Reception and Year 2 which were described by the Headteacher as cohort specific. Plans are in place to put additional targeted staffing into these year groups on their return to school.
Have school gathered the views of parents on their perceptions of the quality of the remote education. If so, what do these tell you?	<p>The school has received feedback from parents and pupils on the remote provision which has been positive. Currently there has not been a formal survey of all parents however there is a parent consultation group whose views have been positive.</p> <p>The school has responded to feedback from parents by ensuring support for screen break times within remote learning enabling the children to engage in a wide range of practical activities.</p> <p>The Headteacher reported that there have been no parental complaints made to the school or governors about the quality of remote education.</p>

Additional comments

The school provided strong evidence of engagement within the community. There are strong links with a local High School which played a central role in supporting school leaders to shape the remote learning offer at Thomas Gray. These links continue to be strong and offer pupils exciting online learning opportunities such as virtual art competitions and a virtual choir. There are also excellent links with Everton in the community - Premier league stars. The school's involvement with the Blues Families initiative goes beyond just supporting remote education but reaches out into the community, supporting vulnerable families with basic needs at what has been a challenging time.

The school staff have all attended online CPD and recently the school was awarded the "Safer Remote Education" mark.