



# The Forest Family

## Review of remote education provision

### Schools January 2021

Please read in conjunction with our remote learning plan and our audits using

School cyber security questions for governors - [NCSC.GOV.UK](https://www.ncsc.gov.uk) and [Your roadmap to supporting remote education](#) | EdTech Demonstrator Programme ([lgfl.net](https://www.lgfl.net))

#### Gaps column

We are always learning and growing but, at this moment in time, we are providing a good remote education and are altering practice daily in terms of support for children, families and staff, especially workload as well as system capacity, ICT capability etc. We are not complacent and the limit of gaps is because we have used the wealth of the advice available to us and applied it to our contexts and, constant review means we are making small changes regularly in order to gradually improve what is already good practice. We are open to advice and ideas.

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	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<b>Leadership School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery</b>				
<p><b>Remote education plan</b></p> <p>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.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children</p>	<p>3 senior leaders are responsible for the quality and delivery of remote education.</p> <p>Remote plan is in place (see plan). All staff included in delivery. This meets the expectations for remote education with a range of live, recorded lessons and activities which are loaded onto our platform and quality feedback is provided with opportunity to go back to work which has been improved in the light of feedback. Nationally approved resources are used to support and supplement work designed by staff such as Oak Academy and White Rose videos.</p> <p>We adhere as closely to the school curriculum as possible and, where appropriate for best impact, the school curriculum is adjusted as appropriate and any curriculum changes are logged and developed.</p>		5	

and children with SEND), which is aligned as close as possible to the in-school curriculum.	The plan includes wellbeing for all as golden thread which runs through our staff approach.  We have conducted a cyber-security audit with Governors and provide online safety advice as a regular part of our work.			
<b>Communication</b> Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Remote education plan shared with all including website.  More detailed, school and class level information is shared via Seesaw, dojo and the newsletter in order to inform and alter practice on the basis of feedback, monitoring and review.  CPD for staff is included in this communication plan as there has, for some, been a steep learning curve and support and training in systems has been available to staff (and families).		5	
<b>Monitoring and evaluating</b> The school has systems in place to monitor the impact of remote education. This includes: <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	- Staff are open to discuss any challenges with us and we offer formal opportunities to feedback in staff meetings. - FLT (senior leadership team) explore data re pupil attendance on a daily basis and, because of our size and need to organise cover, we are aware on a daily basis of staff absence which is analysed at a FLT / governor and trust level. - Progress and attainment data is analysis, pupil progress is discussed, interventions are in place including full engagement with the national tutoring programme. (see catch up report).	Put in place a plan if staff formally leave. (We haven't expected this and have plans for return from maternity but it is a gap as we have not planned for this to date – we would have notice).  FLT and subject leaders review learning online and in discussions with staff, planning etc. but this is not currently formalised.	4	
<b>Remote education context and pupil engagement</b>				
The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education				
<b>Approach</b>	<b>Strengths</b>	<b>Gaps</b>	<b>Score (1 to 5)</b>	
<b>Home environment</b> The school is aware of the learning environment in the home and works	We have worked closely with families to support. We have offered IT, advice on managing learning from home, timetables to support and a balance of live, video and activities so that this can be managed around home working etc.	Not necessarily a gap but certainly a	5	

<p>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"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p>Resilience and self-regulation and other learning characteristics have become all the more important and staff continue to use this language of metacognition and character in order to support children with their emotional responses and self-motivated engagement in learning.</p> <p>Staff have planned for children’s learning needs with some children zooming their teachers, support staff in school (or attending school and receiving appropriate support).</p> <p>Protocols for live lessons and home learning have been developed.</p>	<p>challenge which impacts on AFL.</p> <p>Families who have young children and who are also working from home find the day structure challenging. Children cannot be left alone but the workstations of families and children are in the same room and children have to be on mute so we don’t hear work calls with parents. Reminders to families to address this.</p>		
<p><b>Laptops, tablets and internet access</b></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.</p> <p>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</p>	<p>Families have been supported with hardware (distributing PP acquired laptops and school owned laptops with a specific user agreement) and advice for connectivity regardless of vulnerability. This has been at an additional cost to school either for devices or enabling devices to be used at home. A user agreement has been drawn up and serial numbers collected. \s</p> <p>Where online learning is not at all possible, or where there are ‘down periods’ such as connectivity issues and awaiting providers, hard copy work and information has been provided.</p> <p>Weekly opportunities to collect quarantined reading books for children has been available as well as new exercise books and resources needed for lessons such as whiteboards.</p>		4/5	

vulnerable and are expected to come into school.				
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.	Children with EHCPs, Social workers etc. are in school and where this is not possible or appropriate support is available.  Weekly communication from senior leaders / SENDCO is in place.  Daily contact with support staff to aid learning.  Work is differentiated in order to support the child meet their smart targets which continue to be reviewed.		5	
<b>Monitoring engagement</b> 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.	Staff contact any families where children not engaging on a daily basis. Every few days' staff notify the FLT if there are any children not engaging and they contact families to offer expectations and support.		5	
<b>Pupil digital skills and literacy</b> The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	Advice and support for digital literacy has been available and links to videos and webinars to support parental and pupil understanding where necessary has been provided.  Working closely with the SENDCO, family and child alterations are made where appropriate and support is provided.		4/5	
<b>Curriculum planning and delivery</b> 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.				
<b>Minimum provision</b> 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"> <li>Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> </ul>	We adhere to and exceed the following: <ul style="list-style-type: none"> <li>Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>Key stage 2: 4 hours a day</li> </ul> With all in school practice continuing such as arithmetic, spellings, worship etc.		5	

<ul style="list-style-type: none"> <li>Key stage 2: 4 hours a day</li> </ul>				
<p><b>Curriculum planning</b></p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>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.</p>	<p>We adhere as closely to the school curriculum as possible and, where appropriate for best impact, the school curriculum is adjusted as appropriate and any curriculum changes are logged and developed.</p> <p>The plan includes wellbeing for all as golden thread which runs through our staff approach.</p> <p>The curriculum at home is identical to the one taught in class with adaptations to enable access.</p>		5	
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Remote plan is in place (see plan). All staff included in delivery. This meets the expectations for remote education with a range of live, recorded lessons and activities which are loaded onto our platform and quality feedback is provided with opportunity to go back to work which has been improved in the light of feedback. Nationally approved resources are used to support and supplement work designed by staff such as Oak Academy and White Rose videos.</p>		5	
<p><b>Assessment and feedback</b></p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>We assess each piece of work with each school having between 100 and 250 pieces / videos / voice responses a day (with an adjusted marking policy to support staff workload). This feedback is used as part of AFL in order to reframe the next steps in learning for the groups / class.</p>	Continue to manage children and parental expectations of the hours feedback should be provided	5	
Capacity and capability Schools support staff to deliver high-quality remote education.				
<b>Approach</b>	<b>Strengths</b>	<b>Gaps</b>	<b>Score (1 to 5)</b>	

<p><b>Effective practice</b> 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.</p>	<p>We read and assimilate everything we have been sent as well as wider research to ensure we utilise and signpost the resources available to us. Additionally, we share ideas in each staff meeting and staff share resources between themselves.</p>		4/5	
<p><b>Staff capability</b> 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.</p>	<p>As above. All staff have the resources and training needed (we regularly support each other with new insights also and other technological training such as i-pad training all feeds into our CPD programme to support staff online) to complete teaching remotely. Because we are unable to withdraw staff, due to capacity, much CPD is led by FLT as needs arise.</p> <p>All TAs utilise the resources and support teachers by sharing workload feeding back to children.</p>	<p>Audit staff needs and develop a developed, targeted, improved training programme going forward.</p>	4/5	
<p><b>Strategic partnerships</b> 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 <u>EdTech Demonstrator Programme</u> and curriculum hubs.</p>	<p>JTMAT schools are sharing practice within network meetings at a variety of levels from subject to senior leaders.</p> <p>Our Forest Family allows practice and workload sharing across our 2 schools.</p> <p>JTMATs strategic network manager has supported us greatly in many ways, especially finding our way through DFE guidance of what we can have access to or collating school responses for technological needs for vulnerable pupils and even this audit in order to share and collate good practice to disseminate.</p> <p>We utilise resources from the maths and English hubs and the support of our maths leader who works for the NCETM has been invaluable.</p> <p>Staff share practice with other partners for example from training they have attended and even twitter groups etc.</p>		5	

<b>Communication The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.</b>				
<b>Approach</b>	<b>Strengths</b>	<b>Gaps</b>	<b>Score (1 to 5)</b>	
<p><b>Realistic expectations of pupils, parents and carers</b> 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.</p> <p>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).</p>	<p>We have overarching systems, protocols and approaches as a Forest family which are clearly communicated to parents.</p> <p>Staff clearly share expectations within timetables, work set and scheduling arrangements to manage parental and children's expectations and emotions / work within the expected hours set by the DfE.</p> <p>Our remote learning plan has been presented to parents and is published online.</p>		5	
<p><b>School community events</b> 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.</p>	<p>Live lessons are conducted daily as part of our timetable as for English and maths as well as other subjects and activities. In addition to live class lessons, we have a daily slot where all children log in for a story time / reading a class text. Prior to national lockdown we held events online such as parental information sessions, harvest, Christingle, remembrance, and nativity all online with engagement from children at home and school and for parents to enjoy.</p> <p>We have daily worship which children at home and school engage in and, on a Friday (Celebration Worship, many parents join also.</p> <p>We also hold competitions where everyone contributes and results, outcomes etc. posted in our newsletter – such as sporting, art etc.</p>		5	
<b>Safeguarding and wellbeing</b>				
Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing				
<b>Approach</b>	<b>Strengths</b>	<b>Gaps</b>	<b>Score (1 to 5)</b>	<b>Potential actions and resources if score is 1 or 2</b>
<p><b>Ensuring safety</b> 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</p>	<p>We have an updated our safeguarding policy and behaviour annex which supports effective safeguarding.</p> <p>Almost all children who are vulnerable (vulnerable / EHCP / Social worker / Early help etc.) are in school and, those who are not are contacted on a weekly basis as well as daily contact through learning which is followed up quickly if they fall behind. This is reported on my concern so that a</p>		5	

safeguarding concerns in relation to remote education.	chronology of communication is available. Children have been delegated to specific team members and regular supervision meetings enable us to collate our positives and concerns and plan next steps.			
<b>Online safety</b> 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.	Staff (and families / children) are provided with online safety training and expectations. Any appropriate reminders are sent and our newsletter has a weekly online safety content also. Teachers understand the importance of this, it's a weekly agenda item for our staff meeting and they are reminded of expectations and reporting routes.		4/5	
<b>Wellbeing</b> 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.	A wealth of mental health and wellbeing information is provided to staff and children.  Training has been provided for staff to spot and respond to mental health issues and we have an appointed nurture leader who picks these up within her timetable. Some cases are referred into early help or other pathways. We also have mental health first aiders in our schools. Weekly mental health and wellbeing information is put on our weekly newsletter and other communication channels.  We have daily mindfulness in our hybrid classes and children have these tools to conduct this at home – with log ins and access to links.  We have a wellbeing section in each staff meeting and we listen to staff throughout the week problem solving workload and wellbeing issues, Staff support each other well both in school and virtually with our staff WhatsApp group.		5	
<b>Data management</b> The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	Our online systems comply with all necessary GDPR regulations and, where there have been updates to changes approaches / data uses etc. have been shared with parents and compliance mechanisms sought with support of the trust.		5	
<b>Behaviour and attitude</b> There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Our behaviour annex has been updated and protocols and procedures for hybrid learning include a section on expected behaviours from staff, children and families.		5	