



Department
for Education

Review of Alexandra Infants' School remote education provision

Schools

February 2021

Leadership - School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective deliver				
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.
<p>Clear expectations for staff, parents and children have been cascaded whole school. This includes expectations in behaviour; timetabling and anticipated/ dedicated learning time for all learners follows DfE Guidance. (KS1 three hours of learning daily / KS2 four hours of learning.)</p> <p>An Audit of learner's accessibility prior to Remote Learning has been undertaken identifying those children who may have barriers to remote learning as a result of lack of suitable IT equipment or Broadband issues. As a result of the Audit, Remote learning was tailored to family hardware, Broadband and access to an appropriate learning environment to access learning. In addition, learners who are not engaging with learning have accessed parental workshops 1:1 to support use of technology and platforms, individual pupil circumstances have been taken into account and learning packs have been provided where appropriate.</p> <p>Pupils accessing learning pack have weekly welfare calls to support and monitor engagement in learning.</p> <p>Prior to Remote Learning staff were supported with learning through CPD and coaching from the remote learning lead. Consequently, all staff had the required skills and knowledge to deliver remote learning as well as the equipment required to deliver remote learning from their homes.</p> <p>Governors were consulted in relation to the Remote learning and a continuous cycle of review has supported decision making in relation to remote learning. (November 2020 / January 2021 LCGB)</p> <p>The Remote Learning Offer was shared with all stakeholders and uploaded on to the website.</p> <p>Addendums to Safeguarding and Child Protection Policies has been undertaken. The revised K.C.S.I.E (2021) will require further amendments to the Child protection and safeguarding Policies and Remote learning Plans, e.g., visibility of learners during remote learning time and also accessibility of the DSL if not physically on site.</p> <p>Addendums to attendance policy to include procedures for tracking of remote attendance and provides an escalation structure of non-engagement.</p> <p>The AIS/ AJS Covid-19 Risk Assessment has been reviewed October/January in relation to newly published guidance and amended. A strand for remote learning has been included within the most current RA.</p>				

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote education plan</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 and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>Leaders have accessed CPD to ensure that we look for external best practice.</p> <p>A Remote Education Leader has been allocated with the requisite expertise and experience to lead effectively. Development of personalised CPD offer for staff.</p> <p>Remote learning offer for each year group is clear and consistent within key stages.</p> <p>Weekly meetings are scheduled with Senior Leaders to review, monitor and respond within the quality of learning remotely and consistency across all year groups. EYFS use Tapestry. Y1 and Y2 Class Dojo / KS2 use Google classroom and zoom for live lessons.</p> <p>Teachers are highly visible to the children and this is an expectation through the day.</p> <p>Response/feedback to learners is a key expectation during remote learning and there is a system in place for this.</p> <p>SEND learners receive differentiated learning and feedback. Learning is also supported by the SENDCo and Assistant SENDCo.</p>	<p>Subject leaders to monitor the quality of their subject.</p>	<p>5</p>	<p>To help develop your remote education plan:</p> <p>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.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>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.</p>

Next Steps – Work with MAT remote leaders to identify best practice and refine offer.

<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education.</p>	<p>Weekly staff meetings to communicate and refine offer.</p> <p>The initial Remote learning was very well received through Tapestry/ Class Dojo/ Google Classroom.</p> <p>Communication flows between parents and teachers was highly effective and a strength to secure high engagement.</p> <p>Good communication lines are identified through the use of year group emails and social media platform Facebook, monitored by class teachers.</p> <p>Parental workshops delivered to identified families to eradicate barrier of accessibility to technology.</p> <p>Identified member of staff to support EAL parents who have no English.</p> <p>Assessment procedures are shared with parents via platforms, email and social media.</p> <p>Link governor meetings taking place – digital inclusion/ SEND/ PP reports</p>	<p>Secure parental voice</p>	<p>4</p>	<p>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.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
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	shared at full LCGB meetings (February 21)			
Next steps – parental survey to establish vies of provision and support given.				
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<p>Senior leaders have implemented a rigorous tracking system to monitor engagement. Weekly meetings are scheduled with Senior Leaders to identify pupils at risk of vulnerability due to lack of engagement. Clear plan identified for pupils.</p> <p>Attendance letters, phone call and home visit procedures followed to communicate with families who do not engage or are unable to contact.</p> <p>Any significant communication is recorded on CPOMS so that DSL/ DDSL are kept up to date.</p> <p>Established working patterns for teams of staff to ensure staff absence is responded to in a timely manner.</p> <p>Lateral flow test system in place and reporting form via Microsoft forms established and monitored by senior leaders.</p> <p>Staff share planning and have PPA together at a set time across week to</p>		5	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • actions for schools during the coronavirus outbreak • remote education good practice

	ensure all staff within team are clear about expectations and manage work flow.			
Next steps – Invite pupils into school who are not currently engaging, support staff inn ensuring that bubbles remain small.				

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.				
1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gap.	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
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> understanding their strengths and weaknesses to improve their learning how to learn from home how to manage their time during periods of isolation 	<p>Audit undertaken in relation to accessibility to engage in remote learning to establish deeper insight into equipment/ connectivity/ family characteristics e.g. EAL, siblings. The contexts for families has been responded to and technology provided.</p> <p>Identified families from the start of spring school closure to receive weekly phones calls by HSLW.</p> <p>Most vulnerable learners and SEND families were directly approached to attend school. This offer has continued to take place throughout half term.</p> <p>Teachers/TAs are knowledgeable with all children and their families and target support as needed.</p> <p>Clear remote learning timetables put into place. Work scheduled throughout the day.</p>	<p>There remain a small group of resistant learners where families cannot be contacted or have raised concerns over supporting learning. These will be further supported by staff.</p>	4	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

Next steps – Continue to work with families where resistance occurs, explore external avenues open to support attendance/ engagement such as EWO.

<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>An audit of technology in the home was completed.</p> <p>Initially all devices readily available in school administered to families in waves based on need -</p> <p>Wave 1 (no device/ connectivity) – disadvantaged & vulnerable pupils.</p> <p>Wave 2 – (no device/ connective) – all pupils excl disadvantaged & Vulnerable</p> <p>Wave 3 (devices at home/ sibling share) – open to all pupils.</p> <p>Redeployment of school budget to increase number of devices available.</p>	<p>Availability of devices from school where families would benefit from a 1:1 device approach.</p>	<p>4</p>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>
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Next steps – Further monitoring of devices administered to take place and those not maximising use to be offered a place in school and those devices redeployed to other families.

<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and</p>	<p>Learning differentiated for pupils particular focus on English and maths.</p> <p>Pupils with passport– pupil passport targets adjusted to ensure parents ability to support.</p>	<p>Further support to ensure that lowest 20% of readers are listened to and supported remotely.</p>	<p>3</p>	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including</p>
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<p>vulnerable pupils, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>Pre-recorded videos of target scheduled daily.</p> <p>EHCP pupils – have received personalised packs and engagement is tracked through online portal.</p> <p>Pupils with specific difficulties such as loss of hearing have been provided with paper pack and welfare parent phone calls to check in with.</p>			<p>webinars on how to support pupils with SEND.</p> <p>The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p>Next steps – refine remote reading over to ensure Bug Club on line is used to allocate reading books for pupils, live reading sessions for small groups so that every pupil is heard over a two-week period.</p>				
<p>Monitoring engagement</p> <p>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.</p>	<p>Feedback and marking daily is responsive to pupil engagement. Respond marking task are given but archived after a week if no response is submitted.</p> <p>Assessment is completed on each piece of work through the use of code system (communicated with parents).</p> <p>Communication/comments are individual to the learner. If no</p>	<p>No gap evident in systems and processes implemented to support engagement.</p>	<p>51</p>	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>

	<p>work is evidenced this is prompted by the remote teacher.</p> <p>Vulnerable learners who have not engaged have been encouraged/directed to attend school.</p> <p>See previous comments for non-engagers.</p>			
<p>Next steps – Continue to contact families who do not engage and log as stated in addendum to attendance policy.</p>				
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Pupil engagement and confidence has strengthened throughout this period especially for pupils in KS1.</p> <p>Confidence in using the technology in EYFS is supported through parents.</p> <p>This is evidenced through the rising % of engagement each week.</p> <p>Support videos, 1:1 sessions and live sessions have enabled teachers to support pupils and parents in accessing learning.</p>	<p>Investigate assistive technologies with Inclusion lead.</p>	<p>3</p>	<p>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.</p>
<p>Next steps – investigate assistive technologies for identified families.</p>				

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.

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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
<p>Minimum provision</p> <p>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:</p> <ul style="list-style-type: none"> Key stage 1: 3 hours a day, on average, across the 	<p>Pupils access core teaching daily through a mixture of live and pre-recorded sessions.</p> <p>Parent governor feedback (Imam of local mosque) indicates that families are happy with the blended approach to live and pre-recorded as this allows self-paced learning.</p>	<p>No gap evident in minimum provision.</p>	<p>5</p>	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

<p>school cohort, with less for younger children</p> <ul style="list-style-type: none"> • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day 				
<p>Next steps – Continue with timetable in place.</p>				
<p>Curriculum planning</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>Clear and comprehensive Curriculum mapping is in place.</p> <p>Teachers continue to use the overviews in place, with some adaptations to ensure that pupils can access the learning set.</p> <p>Pupils learning remotely and in school have the same offer so that learning will not have been lost through receiving different provision.</p>	<p>Ensure weekly science task is set in F1.</p>	4	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p>
<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</p>	<p>In line platforms are used in school to support effective delivery -Tapestry (EYFS) Class Dojo (KS1) Google Classroom (KS2).</p> <p>Zoom is used to provide live sessions.</p> <p>All delivery is completed by school staff and this is done through either live or recorded</p>	<p>Opportunities to hear pupils read for assessment purposes.</p>	4	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital

<p>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>sessions. Time is allocated clearly for children to watch the session and then complete the task independently.</p> <p>Any live sessions are recorded for pupils to rewatch or for those who did not attend to catch up.</p>			<p>platforms to support delivery</p> <ul style="list-style-type: none"> • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.</p>
<p>Next Steps – Adjust reading provision to enable teachers to hear pupils read remotely.</p>				
<p>Assessment and feedback</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>All pupils have personalised daily feedback through the use of a code (as started previously).</p> <p>At least weekly personalised written feedback is given to pupils in English and Maths.</p> <p>Those identified as requiring further support from marking feedback is also given to whole class/ individual at the start or</p>	<p>Senior leaders to investigate other schools' approaches to assessment to refine assessment offer.</p> <p>Summative task evaluation to be discussed.</p> <p>In re-opening summative judgements to be reviewed and curriculum planning adjusted in response to need.</p>	4	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams • The EdTech Demonstrator Programme provides online training videos for schools

	<p>end of zoom sessions as appropriate.</p> <p>Formative AFL - Questioning is used effectively in live sessions to allow pupils to leave and begin task or remain in session for further support</p> <p>Summative assessment opportunities in place as overall unit of work based on teacher judgment – pupil achievement is rag rated. This will then be addressed upon reopening.</p>			<p>on effective assessment and feedback.</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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
<p>Effective practice</p> <p>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>Trust remote lead accesses training and support SLT to implement new software that can be utilised to enhance offer.</p> <p>DFE/ Ofsted guidance shared.</p> <p>Senior leaders share resources available through weekly remote meetings.</p>		5	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and</p>

				resources, including for children with SEND.
<p>Staff capability</p> <p>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.</p> <p>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.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Staff have access to quality on line resources such as power maths, TT rock stars, numbots.</p> <p>ICT lead responds to staff training on weekly basis.</p> <p>Coaching from IT lead when required for identified staff.</p>	<p>Support staff laptops</p> <p>Purchase bug club on line to further support staff in delivering quality independent/ guided reading activities.</p>	4	<p>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.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
Next steps – purchase bug club on line to further enhance quality reading books for children to access digitally.				

<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>The school is working with other leaders in Trust to establish and share good practice.</p> <p>Mat to Mat collaboration has taken place to share and best practice.</p> <p>MAT remote learning lead has established external networks.</p>	<p>Further collaboration with other schools.</p>	<p>4</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • The EdTech Demonstrator Programme for advice and guidance on remote education, 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
<p>Next steps – widen collaboration networks to share good practice.</p>				

Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

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
<p>Realistic expectations of pupils, parents and carers</p> <p>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</p>	<p>Expectations for remote learning have been clearly set for pupils and parents.</p> <p>Year group timetables have been established to ensure routines of the school day are followed.</p> <p>Communication from pupils, parents through feedback, emails, live registration, live class or story time.</p> <p>Teaching and support staff have provided daily communication to</p>	<p>Parental survey to establish parent voice however informal feedback has been extremely positive.</p>	4	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example</p>

<p>learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>parents needs responding throughout the day or passing on to senior leaders.</p> <p>Direct teaching and explicit modelling have ensured that pupils and parents understand what is being asked of them in each task.</p> <p>Parents have been supported to ensure that they know how to access and submit work.</p>			<p>communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
<p>Next steps - Send out parental survey</p>				
<p>School community events</p> <p>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>Weekly live well-being sessions are delivered as an opportunity to maintain their sense of belonging to their class.</p> <p>Daily register times are used to share thoughts and feelings.</p> <p>4 x weekly live story times are shared and interactive for pupils.</p> <p>Weekly whole school celebration assembly to celebrate all learners and identify stars of the week, and give out proud cards.</p>	<p>Investigate other avenues of community events – e.g HSLW remote coffee morning for parents?</p>	<p>4</p>	

	Weekly screen free challenge afternoon to allow children the opportunity to work on other aspects of development.			
Next steps – investigate further opportunities for community events, once reopened hold year group parental coffee morning event for parents.				

<h2>Safeguarding and wellbeing</h2> <p>Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.</p>				
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
Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It	Welfare calls in place for identified families by HSLW.		5	GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19) .

<p>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.</p>	<p>Vulnerable families invited to remain in attendance in school.</p> <p>Safeguarding for all pupils is tracked through engagement of online learning and attendance at live sessions. Non engagement is registered onto CPOMS as are any concerns raised by staff.</p> <p>Any children unable to contact school submits CME form.</p>			<p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<p>Online safety</p> <p>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.</p>	<p>Recording of sessions ensures safeguarding of staff and pupils.</p> <p>Children have been taught how to stay safe on line and this is a continuous thread during remote education.</p>	<p>Parental understanding of online safety.</p>	<p>4</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools
<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via</p>	<p>All pupils have at least 2 daily opportunities to speak with their teacher in live sessions.</p> <p>Physical activity is embedded within the timetables.</p> <p>Identified families where mental health is a concern pupils have been invited to remain in school.</p>	<p>Monitor pupils' feelings via pupil survey.</p> <p>Monitor staff feelings during remote learning.</p>	<p>4</p>	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

<p>assemblies, particularly for those that are most vulnerable.</p>	<p>Identified families have weekly welfare calls from HSLW. A small number have 2 calls and access to HSLW school mobile phone number.</p> <p>If families have external support any concerns that school have are passed onto other agencies to ensure the team around the child is fully informed.</p> <p>Weekly screen free challenge afternoon to allow children the opportunity to work on other aspects of wellbeing and development.</p>			
<p>Next steps – conduct pupil / staff survey linked to feelings.</p>				
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>A DPO supports the Trust to ensure systems and compliance in remote learning.</p>	<p>Ongoing</p>	<p>4</p>	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and</p>	<p>School rules redesigned to include 4 Bees whilst working remotely.</p>	<p>Ongoing</p>	<p>4</p>	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

<p>activities. Pupils know them and teachers monitor and enforce them.</p>	<p>These were shared via email, school app and Facebook with parents. They were introduced in the first week of remote teaching and are referred to when necessary.</p>			
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Reference: DfE-00004-2021



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