



Evaluating the remote offer for learning and planning next steps

This document pulls items from Government guidance in relation to remote learning, in order that each aspect can be evaluated. It also includes in the final section, items that although not part of the Government guidance are important to the school.

The government guidance used can be accessed here and is based upon info that is up to date at 10/01/21

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

This document states:

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted. Ofsted will inspect schools – of any grade – where it has significant concerns about safeguarding or the quality of remote education being provided. Such concerns could be triggered by, for example, parents complaining about remote education directly to Ofsted.

The table on the following pages, should enable Senior Leaders and Governors to evaluate the current Remote Learning Offer and plan for next steps. When completed it will be shared with the full staff for comments and hopefully will encourage everyone to see what a fantastic job they are currently doing in delivering against the Government's Guidance. Next steps are not criticisms, but merely suggestions for continuing to move forwards in delivering the very best possible for our children.

Mission Statement:

We are called to be the hands and face of Jesus as we learn, love and grow together.



Evaluating the remote offer for learning and planning next steps

Schools are expected to ...	We are ...	Next steps
Based upon Government guidance ...		
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum	Providing sequences of learning in a broad range of core and foundation subjects, following the usual year group curriculum where possible	Explore how other available materials e.g., BBC BiteSize / Oak National Academy / GCP materials match our learning sequences and can be woven in Continue to share best practice
Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free Support at Get help with technology - GOV.UK (education.gov.uk)	Purple Mash main vehicle currently Enables sharing of materials and feedback. Can also share video material. Has the potential for sharing short self recorded videos Class blogs in place for KS2 – these allow increased interaction peer to peer	How / when will we make use of Google Classroom? Identify aspects which will enhance current provision and trial (e.g.Google Meet?)
Overcome barriers to digital access for pupils by:		
Distributing school-owned laptops accompanied by a user agreement or contract	Underway (17 distributed) 7 more to purchase Still some capacity Devices@ email in place Criteria for distribution in place	Purchase chrome books for in school use to give critical workers the same digital opportunities!
Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.	Discuss possibilities	Order GCP products – Eng & Maths each year group Any other materials identified?
It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the	Key families have been targeted and have taken up this offer	Continue to monitor engagement & offer where capacity is available List remains LIVE and reviewed

Mission Statement:

We are called to be the hands and face of Jesus as we learn, love and grow together.



Evaluating the remote offer for learning and planning next steps

guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors		Staff identify pupils at home who they feel remain vulnerable or become vulnerable over time (CPOMS records)
Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	Yes Staff are aware of the need to keep DSPs in the loop if children are not engaging	Communication of this with SLT via CPOMS Materials delivered to those not engaging in order to see individuals
Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation	Underway - RS	Published on website by end of January
When teaching pupils remotely, we expect schools to:		
Set meaningful and ambitious work each day in an appropriate range of subjects	Yes	Continue to monitor daily – SLT & direct support where there are inconsistencies
Provide teaching that is equivalent in length to the core teaching pupils would receive in school ... and will be as a minimum:		
EYFS: less than 3 hrs per day (“less for younger children”) Key Stage 1: 3 hours a day on average across the cohort, with less for younger children	Yes	Consider format of EYFS – ways to replicate what is developmentally appropriate weighed up with what is manageable
Key Stage 2: 4 hours a day	Yes	Communication with parents about expectations and support. Supportive approach recognising individual circumstances and needs.
This will include both recorded or live direct teaching time ...	Limited Some video clips Some short instructional videos – e.g. maths methods	Access to other materials Alert staff sensitively of this reqt – possible solutions Oak? CBBC? Short video clips Do children get to see and hear their teacher? Introduce staff to CASTIFY
and time for pupils to complete tasks and assignments independently ...	Yes	
Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak		Explore availability and how it fits in

Mission Statement:

We are called to be the hands and face of Jesus as we learn, love and grow together.



Evaluating the remote offer for learning and planning next steps

National Academy lessons, for example, can be provided in lieu of school led video content.		
Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:		
Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources	Should be	Monitoring SLT – how is this communicated – share best practice
Providing opportunities for interactivity, including questioning, eliciting and reflective discussion	Feedback 2email etc Peer to peer via blog	Use of short video clips for whole class feedback?
Providing scaffolded practice and opportunities to apply new knowledge	Occurring in a range of ways	Monitoring SLT – delve deeper into sequences. Ow are materials supporting this?
Enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate	Yes 2 emails Phonecalls 2Blog	Explore video and audio feedback possibilities?
Using assessment to ensure teaching is responsive to pupils’ needs and addresses any critical gaps in pupils’ knowledge	Daily response in relation to new work set	
avoiding an over-reliance on long-term projects or internet research activities	Projects are only occurring as they would I the usual curriculum – these are justified and well supported	
Also from the guidance:		
We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support.	Yes Discussion has occurred at staff meetings Inclusive by nature	
Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge	Yes – and direction to further developmentally appropriate ideas are available on website	Make clear through communication Prominence of shared reading of texts / use of Borrowbox / audio texts

Mission Statement:

We are called to be the hands and face of Jesus as we learn, love and grow together.



Evaluating the remote offer for learning and planning next steps

for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.		
We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.	Yes	MC to monitor Individual packs delivered for those who need it – arranged by teacher in consultation with SENDCo / Class teacher / Parent
Not based upon Government guidance, but perhaps even more importantly, we still need to ensure that:		
The RE curriculum is delivered effectively, ensuring that pupils can make links between scripture, Church teachings, worship and life	Priorities continue Subject leaders continue to support	Individual support offered as required
Opportunities for spiritual development remain part of the daily routine	NW will prepare Wed Word materials each week Shared prayer starts each day Weekly assembly shared via One Drive	Opportunity for widened live zoom assembly considered
Pupils continue to be engaged regularly with aspects of the 'Common Good'	Advent project supported this – such a focus continues. Assembly promotes this	
JOY is promoted at home and at school	Through feedback, website & Twitter Pupil Post captures this	Lockdown films promote positivity!
Relationships with peers and with adults in school are promoted and sustained	Blog pages capture and enable this	Look for ways to develop live links = story time / Intro to day? Weekly live input considered (scheduled for diff year groups for those sharing devices)
We remain prepared for imminent Sec 48 inspection (from the Summer Term?)	High profile continues	Next steps for planning & recovery? Staff meeting / INSET / CPD plan continues
'Laudato Si' messages remain prominent so that responsibilities to the environment are not neglected	Tweets Projects Themes ... all continue	Continue to reward individuals publicly for displaying traits
Behaviours for learning promote the 17 characteristics of learning and Learning Pit theory	Independent access encourages this.	Monitor how staff are promoting this Share with parents strategies to develop this

Mission Statement:

We are called to be the hands and face of Jesus as we learn, love and grow together.



Evaluating the remote offer for learning and planning next steps

PSHE remains a core aspect of the curriculum offer and is relevant to current circumstances	PSHE work is set at least fortnightly PSHE messages underpin daily communications	Continue to monitor RSE consultation continues online.
All pupils understand how to keep themselves safe whether they are in school or at home	eSafety prominence	Hand network review to be communicated
Pupils remain active and fit	PE activities continue Active lifestyle continues	
Pupils do not spend all day in front of a device or the TV for learning purposes		Monitor: range of other activities? Promote list of non-screen-based tasks again
Family life is supported, recognising the range of circumstances that all families are experiencing, including those parents who are trying to work from home.	Individual responses supported by telephone contact No judgement Supportive approach	Staff to keep SLT informed of any issues.
STAFF WELLBEING IS BALANCED WITH THE NEEDS OF THE SCHOOL COMMUNITY (not an afterthought ... this statement, is key to our success and is left as the final PIVOTAL point of discussion but is thread through all decisions made.	Remain high profile Staff continue to watch out for each other an alert SLT to any concerns Communication prioritised	Expectations are fully communicated to parents – e.g. parents need to know that staff in school are supporting pupils in school as well as at home; that emails cannot be answered immediately and that all staff have a right to time away from their work.

Mission Statement:

We are called to be the hands and face of Jesus as we learn, love and grow together.