

**Ferryhill Station Primary
Review of Remote
Provision 18.1.2021**

Framework

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

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
<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>There is a clear plan in place for the quality and delivery of remote learning.</p> <p>JS has overarching responsibility for this. Plans were made in the Autumn term and implemented through periods of isolation and then full lockdown.</p> <p>Although the curriculum is a 'crisis' curriculum, it is assigned closely to what the children would have experienced in school.</p> <p>Expectations around quality of delivery are high, with some content being delivered live and direct from teachers to children, and some being delivered via links to videos, including The Oak Academy, White Rose, BBC Bitesize etc on TEAMS.</p>	<p>Senior leaders need to carry out monitoring visits to TEAMS sessions and scrutinise the work uploaded into class notebooks.</p>	<p>4</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>

				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>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Information about remote learning is included on the school website in the 'Covid' section.</p> <p>All parents received a letter outlining the school approach.</p> <p>JS emailed governors to make them aware of the school approach.</p> <p>All teachers are in daily contact with parents via TEAMS. If children do not attend sessions, teachers follow this up with text messages and phone calls.</p> <p>Teachers send weekly emails to parents including</p>		5	<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>

	an overview of learning for that week.			
<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>Staff have weekly Teams meetings to review remote learning, including discussions around impact on workload and what can be done.</p> <p>JS has oversight and is included in all class teams. JS could therefore cover absence of one member of staff at a time.</p> <p>If more than one member of staff is absent, live teaching time would have to reduce, however, accessing resources and learning online would remain in place.</p>	<p>It is difficult to formulate a tight plan around staff absence from remote learning due to sickness. This is because there is limited staff in school.</p>	4	<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

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.

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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>School has worked with parents throughout the Autumn term to gain an understanding of what resources parents have available to them. This allowed school to target resources effectively.</p> <p>All children were given exercise books and stationary packs.</p> <p>Guidance was issued to parents regarding expectations of school, expectations of parents and children. This included guidance around safety and an environment conducive to learning.</p>		5	<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</p>

				specific aspects of their learning.
<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>School worked hard with parents to evaluate access to devices and the internet.</p> <p>Teams was set up in the Autumn term by ITSS and every child given a login. Staff were trained on how to use Teams to support online learning.</p> <p>Teachers provide 1:1 coaching for parents who struggle with the new technology.</p> <p>Children who needed them were provided with devices to support home learning.</p> <p>Families without internet access were provided with 4G wireless hubs.</p>		5	<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>

<p>Supporting children with additional needs</p> <p>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.</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>School staff provide resources and activities for children with SEND. Staff help parents to use the resources to support their children.</p> <p>Teachers differentiate work and live teaching sessions to meet the needs of children who have SEN. This can include holding more sessions of smaller groups of children and some 1:1 sessions.</p> <p>As above, parents are supported with hardware and software.</p>		5	<p>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.</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>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>Each teacher keeps an attendance record. Teachers contact parents if children do not attend sessions. A record of actions and impact is kept. Recurring problems are discussed with the head teacher.</p>		5	<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,</p>

	Work is monitored and parents and children are given feedback.			including sharing advice and top tips on ways to monitor and evaluate progress.
<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>Children were taught how to log onto Teams and access, complete, save and upload work to Class Notebook. Teachers held sessions to teach this to parents where children are too young to manage independently.</p> <p>Paper resources have been provided for two SEN children who would not be able to access digital home learning due to their specific need.</p>	<p>We need to ensure that children with paper resources have weekly phone calls from teachers.</p>	4	<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>

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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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 school cohort, with less for younger children • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day 	<p>Teachers host at least two live teaching sessions a day and upload links and tasks to Teams for children to complete independently or with the support of parents. Teachers are available for support all day and contactable via Teams chat.</p> <p>Some sessions are taught in ability groups.</p> <p>All educational activities achieve at least the required amount of time.</p>		5	<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>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</p>	<p>Teachers follow an adapted version of their usual class curriculum.</p> <p>Adaptations made are around stripping learning into important chunks that help children progress in their knowledge and skills.</p>		5	<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</p>

<p>one taught in class, one that is similar but adapted or one that is completely different.</p>				<p>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 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>Teachers host at least two live teaching sessions a day and upload links and tasks to Microsoft Teams for children to complete independently or with the support of parents. Teachers are available for support all day and contactable via Teams chat.</p> <p>Resource include The Oak Academy teaching videos, White Rose teaching videos, BBC Bitsize videos games and activities, as well as other videos and activities teachers find when they are planning. (Literacy Shed, ASE resources, Charanga music).</p> <p>Some sessions are taught in ability groups.</p>	<p>School is using Oxford Owl and other resources for reading. It would be much better if reading could be easily linked to Accelerated reader so that teachers can track how much reading is being done as well as children's progress.</p> <p>Purchas Myon Books from Renaissance</p>	<p>4</p>	<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 platforms to support delivery • 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</p>

				pupil with dyslexia or visual impairments.
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<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>Teachers question children regarding their understanding through live teaching sessions. Teachers give feedback on work that has been completed on Teams or submitted through Dojo. Some parents email pictures of their children's completed work and the teacher provides feedback via Teams.</p>	<p>Teachers need to ensure that work completed work is always photographed and uploaded so that teachers can provide developmental feedback.</p>	<p>4</p>	<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 <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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<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>JS read guidance re remote learning and shared a summary of this with all teacher.</p> <p>Leaders and staff share resources they have been made aware of and how effective they are.</p> <p>Staff meetings focus on sharing good practice, including effective resources, and how to improve things that are not going as well.</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 resources, including for children with SEND.</p>
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet)</p>	<p>Some staff have chosen to teach remotely from their classrooms so that all resources are at hand.</p>		5	<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</p>

<p>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>School updated all staff laptops so that they had improved capacity for teaching via Teams.</p> <p>All staff were trained by ITSS on how to use Teams for remote teaching and learning.</p> <p>Staff support each other in developing their practice on Teams, for example, sharing how to increase gallery size so that all participants can be seen. Staff meetings are used to share any issues and solutions are sought collectively.</p>			<p>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>
<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-</p>	<p>School shares best practice with other schools in the Peterlee Partnership, where ideas are shared and taken on board if they help to support improvement in</p>		5	<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

<p>to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>delivery or children's experiences.</p> <p>School ensures that all briefings from the Local Authority or central government are read and that they are used to review practice.</p> <p>Lessons learned by Ludworth and Ferryhill Station are shared.</p>			<p>education, including how to embed technology into teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none"> • 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
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Communication

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

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<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 learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>School issued guidance to parents and uploaded this to website so that they can access whenever they need to.</p> <p>Staff support parents through 1:1 Teams calls where necessary.</p> <p>Staff and parents are in constant contact via email. Staff offer support when parents have any difficulties or concerns, whether it is about learning, technology difficulties or family matters.</p> <p>Children have a good, age appropriate understanding of their work requirements and know how to access work via Teams and how to submit it.</p>		5	<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 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>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>All children bar one are either in school or attending live teaching sessions.</p>	<p>Consider how to involve the child who cannot access live teaching due to parental limitations.</p>	<p>4</p>	
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Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

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<p>Ensuring safety</p> <p>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.</p>	<p>Teachers are keeping records of engagement and attendance at live teaching sessions.</p> <p>Through these sessions, Teams chat, Dojo messages, text messaging and phone calls, teachers are in constant contact with children and parents. Any concerns are reported using CPOMs.</p> <p>Teachers and parents have been provided with clear guidance around safety during live teaching sessions. For example, if a child needs some 1:1 input, parents have been asked to supervise this and teachers have been told not to do it if the parent is not present.</p> <p>Parents have been provided with information on how to</p>		5	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>

	<p>ensure their children stay safe online.</p> <p>Children sometimes like to chat to each other after the teaching sessions have finished. Teachers monitor this and ensure that everyone has left the session before the teacher.</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>See above. Teachers have received guidance on ensuring children are safe online. This is discussed in every staff meeting.</p>		5	<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>Because teachers see children several times every day and have daily contact with parents, they are able to spot any mental health issues. Concerns are raised with SLT and appropriate action taken, such as inviting children to attend school.</p>		5	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

assemblies, particularly for those that are most vulnerable.	Most children who are categorised as vulnerable are attending school.			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	Teams is set up so that each child has their own space to save work that cannot be accessed by anyone other than teachers. No other personal information is visible.		5	<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 activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Teachers set behaviour expectations as they would in the classroom. Children are rewarded for good behaviour through house points, in line with the school behaviour policy, through 'Home Learning Star of the Week', and through daily text messages, 'my teacher is pleased with me today because...'. Guidance sent to parents included expectations of behaviour and what consequences could be if behaviour was not appropriate.</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

