



# Remote Education Provision

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## School Context

### School Summary

- The school has 1051 students on roll and employs 152 staff including:
  - Teaching staff - 70
  - Support staff - 72
  - Catering team (Mellors) - 10
- The proportion of students eligible for pupil premium is above average (41%) and FSM (28%)
- The number of students of minority backgrounds and those with English as an additional language are below average but rising (36 students - 3.4%).
- The number of students identified by the school with SEN (23.9%) is above the national average and those with an education health and care plan (15 students - 1.4%) is in line with national average.
- The number of students identified by the school for on site provision is 180 inclusive of:
  - key worker students - 76
  - vulnerable students - 104
- Our vulnerable student cohort is made up of:
  - LAC - 16 students
  - Students with an Education Health and Care Plan - 15 (4 of whom are LAC)
  - Students open to social care (excluding LAC and EHCP) - 28
  - Additional students identified by the school - 49
- Of these identified key worker students:
  - 58 students of key workers attend full time onsite provision
  - 9 students of key workers attend part time provision
  - 9 declined the offer of a place
- Of these vulnerable students:
  - 28 students of key workers attend full time onsite provision
  - 1 student of key workers attend part time provision
  - 75 students declined the offer of a place. Of these 76 students
    - All receive regular welfare and wellbeing check-ins
    - 62 students are engaging in some online lessons and there are no concerns over wellbeing and welfare
    - 13 students have daily contact and are refusing to engage with online or onsite provision
- The school has distributed 159 chromebooks to support home learning

- The school has 40 chromebooks remaining for emergency loan for any student where technology is a barrier to engagement

**Remote Education Provision:**

All students moved to full online learning via Google Meet whether they are:

- Students working from home
- Students of key workers on-site
- Students requiring additional support on-site

**All staff must ensure they do the following for each lesson they teach:**

1. Upload lesson resources to Google Classroom each morning
2. Email the Google Meet link to specific classes
3. Record attendance of live lessons on Bromcom – as a reminder:
  - Code 4 – attended live lesson
  - Code 5 – did not attend live lesson

**During a school closure teaching staff have specific roles and responsibilities including:**

- In as far as possible we will replicate student timetables to ensure consistency and familiarity
- Ensure students know where to find the work during a bubble or school closure on Google Classroom
- Staff to upload lesson resources to Google Classroom in a timely manner in order to allow students to complete the work
- Staff to email students the google meet link for the lesson on the morning of the lesson as a reminder. Students have access to their Google Meets (timetabled lessons) through Google Calendar.
- Staff to liaise with the attendance team for absent students.
- Staff to register all students as either a code 4 (attended live lesson) or code 5 (absent from live lesson)
- For repeated occurrences of absence, this can then be passed onto the SPM/HOY to chase up. Faculty leaders should also be informed about repeat offenders for their quality assurance procedures.
- All blended learning lessons will be recorded for safeguarding reasons and for students to use as a revision resource in the future
- If it is a live lesson delivered to the whole class, the lesson will be recorded. The lesson may be split into 2 clear distinct sections – one of teaching, followed by one of consolidation/assessment and a progress check.
- Recorded lessons should be uploaded to Google Classroom

Ofsted Area (2017 Ofsted)	Grade
Overall Effectiveness	Good
Effectiveness of Leadership and Management	Good
Quality of Teaching Learning and Assessment	Good
Personal Development, behaviour and welfare	Good
Outcomes for Pupils	Good

Ofsted Area (SEF 2020-21)	Grade
Overall Effectiveness	Good
Quality of Education	Good
Behaviour and Attitudes	Good
Personal Development	Good
Leadership and Management	Good
Quality of Early Years Education	N.A

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

<h2 style="text-align: center;">Scoring</h2> <p>The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.</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.

# Leadership

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

	<p><b>School scores leadership as 4 because practices and systems are in place with minor gaps.</b></p>
<p><b>Remote education plan</b> 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. 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><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● The Senior Leadership Team has a comprehensive approach to remote learning documented through formal policies and sharing of good practice in line with DFE requirements.</li> <li>● The School has a designated senior member of staff responsible for teaching and learning which is inclusive of remote learning (SES.)</li> <li>● The school has a clear and unambiguous approach to remote learning. All staff are responsible for delivering live lessons in line with normal face to face operations. All students are expected to follow their normal curriculum and Faculty Leaders are responsible for adapting curriculum intents to remote provision.</li> <li>● Some adaptations are necessary in more practical subjects such as Music and Technology but wherever possible modelling and teacher demonstrations continue as normal.</li> <li>● A series of CPD sessions has prepared all staff for the challenge of remote learning and as a result all lessons continue as normal via Google Meet unless affected by staff absence.</li> <li>● Staff, student and parent voice has taken place in order to shape CPD moving forward.</li> <li>● The school has a comprehensive action plan for students with Special Educational Needs to ensure we facilitate necessary adaptations. All students identified as SEND are entitled to an enhanced provision to ensure they are not disadvantaged in any way regarding their learning, mental health or wellbeing.</li> <li>● All staff have been provided with visualisers and a select number are trialing graphics tablets.</li> <li>● The school implements the following offer for all students with SEND or those who we consider vulnerable who are learning remotely:             <ul style="list-style-type: none"> <li>○ <b>Universal</b> offer including differentiation, additional support, modelling, opportunities to relearn and regular key worker contact</li> <li>○ <b>Targeted</b> offer including further adaptations such as weekly academic support check-ins, planned literacy and numeracy catch up and more frequent well-being check-ins</li> <li>○ <b>Specialist</b> offer including further adaptations such as TA support within live lessons, literacy curriculum led by the SENDCo, timetabled wellbeing sessions and support from external agencies</li> </ul> </li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Ensure the school development plan reflects priority areas for remote learning</li> <li>● Inset day to address gaps in staff skills</li> <li>● Implementation of quality assurance model for remote learning</li> <li>● Improve tracking, monitoring and assessment of levels of engagement to identify intervention</li> </ul>
<p><b>Communication</b> Governors, staff, parents and carers are aware of</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● During each governing body meeting the Headteacher provides a school update that centres specifically on the remote</li> </ul>

<p>the school's approach and arrangements for remote education.</p>	<p>learning provision and school operations during the pandemic.</p> <ul style="list-style-type: none"> <li>● The school has comprehensive chains of communication to parents, staff, students and governors including: <ul style="list-style-type: none"> <li>○ weekly podcast</li> <li>○ fortnightly newsletter celebrating student achievement</li> <li>○ headteacher weekly school update circulated to staff and governors</li> <li>○ RCSTube - the schools designated youtube channel</li> <li>○ Regular middle leader meetings and staff well-being check ins</li> </ul> </li> <li>● Senior and Middle Leaders work in collaboration to develop adapted remote learning curriculums. Faculty Leaders have autonomy and are trusted to develop and support teaching staff with remote learning.</li> <li>● Communication with parents is regular and effective.</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Introduce parent forums for mental health and support</li> <li>● Consultation forums to shape and develop best practice regarding remote learning protocols and live lesson delivery</li> <li>● Designated area on the school website for supporting parents with remote learning</li> </ul>
<p><b>Monitoring and evaluating</b> The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>● understanding the impact on staff workload and how to mitigate against it</li> <li>● staffing changes</li> </ul> <p>having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● The school has a comprehensive system for monitoring attendance to live lessons. This is monitored on a daily and weekly basis. This ensures that absence is followed up quickly and effectively</li> <li>● Attendance is measured with code 4 (attended live lesson) and code 5 (did not attend). A further update has included code 6 which identifies students who attend but do not engage.</li> <li>● All members of support staff in school have designated key worker cohorts to ensure that all students receive both welfare and remote learning check-ins</li> <li>● Staff absence has been adapted to take into account the pressures of working through a lockdown. All procedures to record, monitor and support staff absence are comprehensive and in line with normal policies and procedures.</li> <li>● Staff consultation groups have been set up to review workload, wellbeing and remote learning provision</li> <li>● The school has used the WPT staff voice to implement effective change around three core priority areas: <ul style="list-style-type: none"> <li>○ Professional Development</li> <li>○ Staff Wellbeing</li> <li>○ Staff Consultation</li> </ul> </li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Ensure all staff have a designated senior leader to maintain regular and meaningful contact during the school closure and that the school has an effective method of recording and signposting welfare calls</li> <li>● Designated inset time to share good practice for staff in order to impact on workload and wellbeing</li> <li>● With me in Mind designated staff wellbeing forum</li> </ul>

# 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.

**School scores remote education context and pupil engagement as 4 because practices and systems are in place with minor gaps.**

## Home environment

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.

The school supports pupils on how to self-regulate during remote education, including:

- understanding their strengths and weaknesses to improve their learning
- how to learn from home
- how to manage their time during periods of isolation

## Strengths

- Home learning surveys have identified barriers to remote learning across our community. Where necessary, equipment has been distributed to ensure that no student is disadvantaged by remote learning.
- Over 150 chromebooks and 10 dongles have been distributed to students to support home/remote learning. This has ensured lesson attendance and engagement is much improved since the national lockdown in March 2019.
- The school has put in additional requests for support with national and local charities and businesses and has received additional devices to be distributed to families.
- The school is now prioritising those students who are learning through mobile technology to ensure this does not disadvantage their learning.
- The school has invited another group of students to access onsite learning who are struggling to access remote learning.
- Remote learning intervention identifies and intervenes with students who are struggling with remote learning.
- Daily and weekly support staff welfare calls focus on barriers to remote learning and any concerns are flagged up on the whole school lockdown tracker to ensure support is offered where necessary
- Wellbeing resources are circulated to all students through pastoral classrooms and email.
- Support for parents is signposted on the school website.

## Areas for Development / Next Steps

- Implementation of form period to ensure that students understand how to learn from home and manage their time during periods of isolation
- Continue to develop ways parents can support children through remote education and national lockdown through wellbeing and remote learning workshops, seminars and resources available on the school website.

## Laptops, tablets and internet access

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.

## Strengths

- The school has implemented robust systems of monitoring students disadvantaged by access to technology
- In excess of 150 students have been provided with chromebooks to access remote learning.
- Support staff phone calls are used to assist students in any barriers to remote education, including accessing google classroom, internet concerns and access to devices
- Where students are still disadvantaged they are redefined as vulnerable and invited to site.
- Paper resources are provided for students who request them.
- The school has implemented an inclusion and student support provision including home visits, remote intervention and on site morning face to face lessons
- The school has liaised with parents regarding national initiatives around increasing mobile phone data capacity

## Areas for Development / Next Steps

	<ul style="list-style-type: none"> <li>● Look to support students who are reliant upon mobile technology</li> </ul>
<p><b>Supporting children with additional needs</b>  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.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● The school has a comprehensive SEND action plan that is implemented in the event of a school closure to ensure that all students have access to modified curriculums. This involves a: <ul style="list-style-type: none"> <li>○ Universal offer</li> <li>○ Targeted offer</li> <li>○ Specialist offer</li> </ul> </li> <li>● The SENDCO has implemented a more comprehensive provision map and has embedded a can-do model for student support. This has led to the introduction of remote learning intervention to support the most in need students.</li> <li>● The school has implemented risk assessments for all students with an EHCP and have offered onsite learning for all.</li> <li>● All students who fall into one or more of the following categories have an enhanced provision that includes designated key workers, daily welfare calls, access to devices and referrals to external agencies: <ul style="list-style-type: none"> <li>○ LAC</li> <li>○ CP and CIN</li> <li>○ FSM or PP</li> </ul> </li> <li>● The school has ensured that it has a comprehensive approach to SEND student access in terms of: <ul style="list-style-type: none"> <li>○ Technology</li> <li>○ Sanitary need</li> <li>○ FSM</li> <li>○ Personal hygiene</li> </ul> </li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Ensure the school implements a comprehensive review of SEND provision, led by the SENDCO, in terms of: <ul style="list-style-type: none"> <li>○ Attendance</li> <li>○ Engagement</li> <li>○ Wellbeing</li> <li>○ Academic progress</li> </ul> </li> </ul>
<p><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.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● In contrast to the March-July lockdown, the school is in a far more advantageous position in terms of tracking attendance and engagement of lessons.</li> <li>● Not only are all lessons live (as opposed to a blend of live, recorded and independent lessons), all attendance of lessons is now tracked centrally on Bromcom.</li> <li>● All students who attend live lessons are recorded as a 4 code and any absence is recorded as a 5 code.</li> <li>● This attendance is tracked daily and reported on weekly. Attendance has been discussed at governors.</li> <li>● A large team of support staff, including Heads of Year, Student Progress Managers and Attendance Officers, and Teaching Assistants, are active in sustaining school and parent communication channels.</li> <li>● Almost all parents are called weekly, with parents of students whose engagement is low or has recently dropped being contacted more frequently. The school has moved to offer additional on-site places to students who would benefit from some face to face contact whilst completing their lessons.</li> <li>● The Curriculum Support team and Inclusion team have offered alternative provision for key students, to promote engagement, offer emotional support and provide a bridge between home and school.</li> </ul>

	<ul style="list-style-type: none"> <li>● Introduction of code 6 to track non-engagement in live lessons</li> <li>● Senior Leaders have met with faculty leaders to review their plans regarding engagement and interventions</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● SLT to make adjustments to the model of parental communications; reducing the frequency to fortnightly for students with high engagement / low welfare needs, and increasing the frequency for those with significant disengagement.</li> <li>● Forensic use of code 6 to track poor engagers. This will allow us to accurately identify those who are attending lessons but not engaging or submitting work.</li> <li>● Attendance and engagement analysis to shape provision for non-attendees during half term 4</li> </ul>
<p><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.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● All students received lessons regarding accessing Google Classroom, Google Meets and Emails through the ICT curriculum. This was reinforced across all curriculum areas.</li> <li>● Support staff phone calls signpost any parents and students who need additional support.</li> <li>● Remote learning advice and guidance for parents is available on the school website and follows the framework provided by the Department for Education</li> <li>● A Senior Member of staff has ensured that videos and podcasts are available on demand for students and parents to support their remote learning</li> <li>● Heads of Year provide additional advice and guidance in assemblies to share best practice and support students with remote learning.</li> <li>● School email is effective in allowing parents to report any concerns regarding remote learning which can be followed up quickly by Senior Leaders.</li> <li>● Senior Leaders have delivered training to faculties regarding literacy during remote learning.</li> <li>● Faculties have continued to embed reciprocal reading and vocabulary (Frayer Model) within remote lessons</li> <li>● Inclusion structure has been implemented to support students who are struggling to engage with remote learning</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Improve the use of social media to advise, support and celebrate remote learning</li> <li>● Form Tutor Time and IT curriculum time to be used to deliver training and support for students</li> </ul>

<h2 style="margin: 0;">Curriculum planning and delivery</h2> <p>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</p>	
	<p><b>School scores curriculum planning and delivery as 3 because the school is In the process of implementing systems and practices to address this.</b></p>

<p><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:</p> <ul style="list-style-type: none"> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• School aim is to ensure that students follow their normal timetable as much as possible through live online lessons.</li> <li>• All pupils in both key stages are taught for four periods a day, totalling 5 hours.</li> <li>• All pupils continue to study a broad and balanced curriculum that includes all Core, EBacc and Option subjects.</li> <li>• Work is set through a variety of channels but all lessons are taught via Google Meet</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>• Research, share and develop efficient ways of tracking the engagement of all students on Inset</li> <li>• Look at the timings of the school day to increase break times and reduce screen time for students and staff</li> </ul>
<p><b>Curriculum planning</b> The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. 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><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• All subjects have a clear, well sequenced curriculum that is chunked and sequenced to allow pupils to build on their current knowledge and skill set.</li> <li>• Staff replicate as far as possible the normal curriculum. Amendments are made where this is not suitable due to lack of specialised equipment.</li> <li>• Assessments are amended to fit the needs of the current climate. Reliance on end of topic tests is diminished due to the staff checking progress through lessons via low stakes quizzes and other assessment tools used in faculties</li> <li>• All staff have resources such as visualisers to enable them to mirror the face to face curriculum wherever possible.</li> <li>• Faculty leaders are aware of what topics have been removed to ensure that these are caught up when students return. This is fed into their medium and long term plans.</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>• Faculty leaders need to be clear on which students have not engaged and start to develop mini recovery curriculums to rectify these gaps in knowledge when students return.</li> <li>• Faculty Leaders to produce remote learning curriculum map overviews to demonstrate what students have studied whilst at home and how it has been adapted to meet the needs to remote learning</li> <li>• Can Do Statements (subject skill sets) currently being strengthened through whole school/trust wide CPD.</li> </ul>
<p><b>Curriculum delivery</b> The school has a system in place to support remote education, using curriculum-aligned resources. 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. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Both staff and pupils are familiar with and making effective use of the Google Meet and Google Classroom platforms.</li> <li>• Other platforms such as Seneca, Educake and Hegarty Maths are used to support assessment and curriculum content.</li> <li>• All lessons are taught live, following each pupils' normal timetable.</li> <li>• Best practice includes entrance quizzes, subject content, modelling, independent pupil work and assessment.</li> <li>• All pupils, including those both in and out of school, follow the same live lesson format, ensuring that all pupils have equal access to the lessons and curriculum.</li> <li>• Through remote assemblies, and through podcasts/newsletters, pupils have been given instructions on how to use these platforms and support given where needed.</li> <li>• Staff are sharing online platforms and resources - sent out via weekly 'Hints and Tips' emails.</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>• Ensure that students are given enough time to complete the task and reflect on their own learning</li> <li>• Communicate with parents, giving them a range of strategies to use to support their child with home learning.</li> </ul>

<p><b>Assessment and feedback</b> The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers are using a variety of ways to track engagement and progress within a lesson.</li> <li>• Good practice regarding 'one doc for all' has enabled staff to give verbal feedback more effectively during live lessons</li> <li>• Staff ensure tasks are built into the lesson to enable students to undertake independent work. These tasks could be built around different platforms for each department to fit the needs of the subject.</li> <li>• Staff are able to feedback to pupils through use of shared google slides, google quizzes, online platforms such as Hegarty Maths, Seneca, Educake and Google Classroom</li> <li>• Verbal feedback is given to pupils during each lesson, as well as via the Chat function on Google Meet.</li> <li>• Through platforms such as google quizzes, students receive immediate information with regards to their progress. Teaching staff are then able to shape and re-model the lesson through identification of areas of misconception.</li> </ul> <p><b>Areas for Development/Next Steps</b></p> <ul style="list-style-type: none"> <li>• To ensure that all staff are assessing students in line with the BRAG marking policy frequency. This does not need to be a whole piece of work it can be a section of work, an exercise or a low stakes quiz</li> <li>• Staff continue to use the feedback from low stakes quizzes to re-shape the lesson, build bespoke, differentiated starters/homework tasks</li> </ul>
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<h2>Capacity and capability</h2> <p>Schools support staff to deliver high-quality remote education.</p>	
<p><b>School scores capacity and capability as 4 because practices and systems are in place with minor gaps.</b></p>	
<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><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Following the Spring 2020 lockdown, the school is in a position where it has used all the guidance offered by the government. This includes signposting Oak Academy lesson resources and lesson structure, how to apply for additional devices for students, and utilising a Remote Education Good Practice guide.</li> <li>• All staff have received extensive training and walkthrough videos on how to set up virtual lessons, create resources on Google Classroom, Create Google Hangout chats for teaching groups, add resources to shared drive folders for students/parents to access.</li> <li>• Continuous improvement includes providing staff with up to date information regarding remote learning tools / hints &amp; tips (such as additional Google Chrome extensions, Jamboard, worksheet makers).</li> <li>• A thorough review of the first lockdown was undertaken in June 2020. This review identified three main strengths: <ul style="list-style-type: none"> <li>○ Staff support, communication and dedication to our students.</li> <li>○ Virtual meetings</li> <li>○ Allowing the school to review practice, consider how to bridge learning deficits, how to reach out to hard to reach families, and how we could improve further in terms of remote provision and student engagement</li> </ul> </li> </ul>

	<p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● SLT to continue to offer advice and support for staff who require this, provide information and training on current and new technologies (such as Jamboard, Comment features in Google Docs, and other staff suggestions).</li> <li>● Faculty Leaders to signpost and share resources to each faculty member.</li> </ul>
<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><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● As a Google for Education school, RCS was well positioned to offer digital learning for all students from 23rd March 2020.</li> <li>● A vast bank of faculty resources was quickly established through a Google Shared Drive, where each year group could access subject specific content.</li> <li>● Additionally, the school’s continued use of Google Classroom as a platform for each lesson to begin was already commonplace for many staff and students.</li> <li>● For students requiring additional support, alternative provision or curriculum adjustments, KHO and the SEN team liaise with teaching staff, parents and students.</li> <li>● A select number of these students are provided with an appropriate and engaging curriculum, based upon both subject content and resources to support their mental health.</li> <li>● Furthermore, Remote intervention sessions are planned and delivered by experienced support staff.</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Whilst teaching from home, some staff may benefit from the use of a second monitor screen. In a small trial, this has proved successful, and so offering this to all teaching staff is a forward thinking step, especially considering the possible extension of the school closure.</li> </ul>
<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 <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● Faculty meetings and FLG meetings focus heavily on remote learning. This includes feedback on how we can adapt practice and ensure students receive quality remote education.</li> <li>● WPT has offered CPD opportunities to ensure best practice is embedded through remote learning. The trust has helped the school shape it’s remote learning policy, procedures and protocols. This is to ensure practice is consistent across all schools.</li> <li>● WPT has planned further CPD sessions to ensure best practice is disseminated across all schools.</li> <li>● Faculty networking continues, in line with normal operations. This enables curriculum specialists to meet and decide the specifics that work for their discrete disciplines.</li> <li>● Directors are implementing QA across remote learning in order to feedback best practice.</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Ensure feedback from Director and Faculty Leader QA is used to shape actions moving forward</li> <li>● Faculty Leader engagement review meetings to look at bespoke packages of intervention and support</li> </ul>

# Communication

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

**School scores communication as 4 because practices and systems are in place with minor gaps.**

## Realistic expectations of pupils, parents and carers

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.

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).

### Strengths

- Remote learning policy developed during the first lockdown, and reviewed and adapted for teaching from September 2020.
- A clear and universal approach of live lessons for all implemented; attendance to lessons has significantly increased since the introduction of this approach when compared to the first period of lockdown.
- Remote Learning policy has been disseminated to all staff and communicated with parents via letter and website.
- Advice for parents can be found on the school website regarding how they can support their child in home learning.
- Over 150 devices have been provided to students with tech barriers to remote learning to improve participation in lessons. Including the previous school lockdown there have been in excess of 200.
- We have provided wi-fi dongles to further support the above students and families, while also proactively informing them about the free data support from mobile providers for those without broadband.
- There is widespread use of online platforms for formative assessment (including Educake, Seneca and Google Forms) which provide immediate feedback to students and allow staff to identify and tackle misconceptions appropriately.
- In a recent staff survey 55% of staff are satisfied and 19% are very satisfied with channels of communication.

### Areas for Development / Next Steps

- Although attendance to lessons has improved dramatically since the first lockdown, we now must improve the tracking of and intervention around lesson engagement.

## School community events

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.

### Strengths

- All lessons are live and interactive and we have provided over 200 devices in which to facilitate this.
- Our Virtual Y11 Parents' Evening helped to provide feedback to parents and students on their progress.
- All students receive a check-in phone call at least weekly; for vulnerable students including SEND and LAC, these calls are more frequent and can take place daily.
- We have continued to run calendared school events remotely where possible - including, 'Y6 Transition Evenings,' 'Meet the Teacher: Live Q&A' with Y6 pupils in primaries, GCSE Presentation Evening and Option Evening which are intended to offer information to students / parents and maintain wider community links between school and these families.
- Our Virtual Enrichment Programme which includes the Rawmarsh Pledge, Rawmarsh Extra, Enrichment Grids and 'Doc of the Week' help to instill the importance of community and promote wider participation.
- The weekly RCS Podcast, and fortnightly newsletter, celebrates student achievements both in school and in the wider community. These are shared directly with all students, parents and staff.

### Areas for Development / Next Steps

- Reintroduction of tutor period (virtually in the first instance) to explore Active Citizenship, Life Skills and British Values, as part

	<ul style="list-style-type: none"> <li>of the Rawmarsh Pledge</li> <li>• Role out of School Cloud for subsequent Parents' Evenings and parental engagement events so they can continue to take place virtually.</li> <li>• Develop greater opportunities for subject specific enrichment without over-burdening students in terms of screen time.</li> </ul>
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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.

**School scores capacity and capability as 4 because practices and systems are in place with minor gaps.**

<p><b>Ensuring safety</b></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><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• All staff have had detailed CPD regarding how to stay safe and keep students safe online. Teaching staff and those delivering remote intervention have been instructed to: <ul style="list-style-type: none"> <li>○ No 1:1s unless bespoke intervention led by the safeguarding team</li> <li>○ Staff and children must wear suitable clothing</li> <li>○ Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or neutral with no family photos</li> <li>○ The live class should be recorded so that if any issues were to arise, the video can be reviewed</li> <li>○ Live classes should be kept to a reasonable length of time - in line with normal curriculum hours</li> <li>○ Language must be professional and appropriate, including any family members in the background</li> <li>○ All staff report any concerns regarding safeguarding via CPOMs</li> </ul> </li> <li>• Reporting routes for staff, parents and students are as open, transparent and in line with the normal school closure. The following, although not exhaustive, are the methods of communication the school uses to receive concerns regarding remote education: <ul style="list-style-type: none"> <li>○ Staff email addresses are the first port of call for all students and parents</li> <li>○ Staff, student and parent voice has been circulated regarding remote learning</li> <li>○ CPOMs</li> <li>○ Safeguarding email distribution list</li> </ul> </li> <li>• The SLT and safeguarding team have all completed DSL safeguarding training to upskill and ensure, in the event of staff absence, we have a large team trained at DSL level to add capacity</li> <li>• All students in school have an identified key worker who makes contact at least weekly for all students. During conversations with parents and students the focus is entirely on student wellbeing and remote learning feedback. This provides parents and students with opportunities to raise concerns that can be fed back to SLT and the safeguarding team.</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>• Ensure parents, students and staff understand the channels available to them regarding any concerns they have around online</li> </ul>
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	safety and remote learning
<p><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.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● All staff have participated in CPD regarding remote learning that is inclusive of keeping students safe online.</li> <li>● The school has clear policies and procedures in place that are documented through: <ul style="list-style-type: none"> <li>○ Remote Learning Policy</li> <li>○ Remote Education Provision Information for Parents</li> <li>○ Remote Learning Student Code of Conduct</li> </ul> </li> <li>● The school remote learning code of conduct is non-negotiable and unambiguous. Students and staff are clear on the expectations regarding remote learning and any breach of the code of conduct is followed up through a graduated response.</li> <li>● The school safeguarding policy takes into account the changing landscape of education and has a COVID-19 addendum written into it so that staff and students are kept safe.</li> <li>● All staff are aware of the resources available to support delivering remote learning safely. They are documented in the appendices of our Remote Learning Policy and listed on our Safeguarding Google Classroom CPD page. This is inclusive of: <ul style="list-style-type: none"> <li>○ safe remote learning, published by SWGfL</li> <li>○ online safety and safeguarding, published by LGfL, which covers safe remote learning</li> <li>○ the National Cyber Security Centre</li> <li>○ safeguarding and remote education during coronavirus (COVID-19)</li> <li>○ annex C of keeping children safe in education</li> </ul> </li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Ensure safeguarding low stakes quizzes are set up on the staff CPD Classroom and distributed to staff to confirm their understanding of the resources listed above</li> </ul>
<p><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.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● Key pastoral staff in school have had mental health first aid training to ensure they are in a position to spot potential well being or mental health concerns.</li> <li>● Remote learning intervention has been put in place to work with students who require additional support. The small group interventions will be focussed on: <ul style="list-style-type: none"> <li>○ Social interactions</li> <li>○ emotional well being</li> <li>○ feelings of belonging</li> <li>○ academic progress</li> <li>○ self esteem and confidence</li> </ul> </li> <li>● The school has a dedicated email 'RCS-Support' in place for staff to Dedicated wellbeing email to allow staff to pass on concerns and Senior Leaders to signpost support</li> <li>● WPT has invested in Westfield Health which give staff access to counselling and self-referral for support</li> <li>● Assemblies take place weekly led by Heads of Year to share support, help and advice for our students</li> <li>● The school has introduced regular home visits and 1 to 1 virtual intervention for our more vulnerable cohorts</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>● Introduction of remote form-period to work on student well-being using the good practice at CCS</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction of weekly Senior Leader assemblies</li> </ul>
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The school is a Google for Education school, and enforces single sign on and two step verification for all staff accounts.</li> <li>• All desktops and laptops are encrypted - meaning local data is inaccessible without encryption keys (Bitlocker).</li> <li>• The school's MIS (Bromcom) is secured through Google Sign on, and has a timeout function for all accounts, reducing any possible undesirable access to data.</li> <li>• Restrictions are in place in terms of academic content. Access to all teaching resources and hosting of remote/live lessons is restricted to users with WPT accounts. Student or Staff personal accounts can not access any of this.</li> <li>• Staff have received training and guidance regarding GDPR, including advice on how to ensure devices remain secure (2 step verification, complex passwords, use of locking function on laptops).</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>• Carefully manage the introduction of the Bromcom Teacher, Student and Parent Apps</li> </ul>
<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The school has a non-negotiable and unambiguous code of conduct for remote learning. All students have had this shared and it has been delivered during assemblies led by Heads of Year.</li> <li>• Tone setting assemblies, led by the Senior Leadership Team, have taken place with all year groups to reinforce the remote learning code of conduct.</li> <li>• Code of conduct and remote learning advice have been shared with all parents and can be found on the school website.</li> <li>• Behaviour policy has been amended in line with on site restrictions when the school is operational and for students of key workers.</li> <li>• The policy and code of conduct is implemented consistently by all members of staff across the school</li> </ul> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>• Quality assurance of lessons to monitor the effectiveness of the Remote Learning code of conduct</li> </ul>

## Potential actions and resources if score is 1 or 2

### Leadership

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.

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

For guidance on how to remain cyber-secure, please refer to [Cyber security in schools: questions for governors and trustees](#).

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.

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.

GOV.UK provides guidance to support schools to [publish information about their remote education provision on their websites](#) for parents. The Education Endowment Foundation has provided a [guide for schools](#) on how to communicate with parents during coronavirus (COVID-19). GOV.UK provides the following guidance:

- [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 and Pupil Engagement

The EdTech Demonstrator Programme's [remote education roadmap](#) supports schools to adapt their remote education provision depending on a pupil's home environment.

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](#).

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.

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](#).

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](#).

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.

The guidance on [actions for schools during the coronavirus outbreak](#) provides guidance on how schools should support [pupils with SEND and vulnerable children](#).

[Oak National Academy provides resources for teachers to support children with additional needs](#)

Advice on how schools should monitor engagement is highlighted in the [remote education expectations guidance](#).

EdTech Demonstrator networks have produced a range of webinars and tutorials, including [sharing advice and top tips on ways to monitor and evaluate progress](#)

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.

## Curriculum Planning and Delivery

Remote education expectations are highlighted in [actions for schools during the coronavirus outbreak](#).

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

GOV.UK provides resources on remote education [good practice](#) and [how to adapt teaching practice](#) for remote education.

The Education Endowment Foundation provides [a support guide for schools](#) designed to help teachers and school leaders support their pupils during remote education.

GOV.UK provides:

- 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.

[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.

GOV.UK provides guidance on:

- 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 on effective assessment and feedback.

## Capacity and Capability

The Education Endowment Foundation provides [a support guide for schools](#) designed to help teachers and school leaders support their pupils during remote education.

GOV.UK provides a [good practice guide](#) to support schools in their delivery of remote education.

The EdTech Demonstrator Programme provides guidance on [how to use online platforms and resources](#), including for children with SEND.

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.

[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](#).

[pdnet](#) provides free [training events](#) for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.

There are several school-to-school support networks which you can make use of, including:

- 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

## Communication

Remote education expectations are highlighted in the [actions for schools during the coronavirus outbreak](#)

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

The [school workload reduction toolkit](#) provides example communication policies and email protocols.

The Education Endowment Foundation has provided a [guide for schools](#) on how to communicate with parents during coronavirus (COVID-19).

## Safeguarding and Wellbeing

GOV.UK provides guidance on [safeguarding and remote education during coronavirus \(COVID-19\)](#).

Schools should also refer to statutory guidance for schools and colleges on [safeguarding children](#).

GOV.UK provides guidance on:

- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [teaching online safety in schools](#)

GOV.UK provides advice on supporting pupil [wellbeing during remote education](#)

GOV.UK provides guidance to support schools:

- with [data protection activity](#), including compliance with GDPR to be [cyber secure](#)

GOV.UK provides guidance on [behaviour expectations](#) in schools.