

Davyhulme Primary School

Remote Learning Offer – Self Evaluation Form

This document is subject to constant review and updating as policies and procedures are reviewed and updated – it is a ‘work in progress’, living document.

What’s this SEF based on?

The criteria are based on:

- The Department for Education’s (DfE’s) expectations for remote learning, in its [guidance for schools during partial closure](#)
- The DfE’s [remote education provision review framework](#)
- The DfE’s [remote education good practice guidance](#)
- The good practice recommendations in the Education Endowment Foundation’s [rapid evidence assessment](#)
- Advice from school and trust leaders from EdTech demonstrator schools:
 - **Graham Macaulay**, director of computing and technology for learning at LEO Academy Trust
 - **Sufian Sadiq**, director of teaching school at Chiltern Learning Trust
 - **Sarah Dawkins**, headteacher at Danesfield School

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
<p><input type="checkbox"/> We have a remote education plan in place and have appointed Miss K. Brookes to take overarching responsibility for:</p> <ul style="list-style-type: none"> The quality and delivery of our remote provision Ensuring our provision meets the DfE's expectations for remote learning <p>Our remote education plan covers all pupils (including vulnerable pupils and pupils with SEND), and our planned curriculum is as close as possible to the one we deliver in school.</p>	<ul style="list-style-type: none"> Remote learning policy – sets out the DfE's remote learning expectations (see pages 46 to 50 of the guidance for schools during partial closure) Weekly monitoring of Remote Learning provision on Seesaw (our online learning platform) by SLT. This includes content (planning) and feedback. Weekly monitoring of Reasonable Adjustments made for EHC pupils. Pupils' remote work - is similar quality as the work of pupils in school Quality of teaching – e.g. mixture of teacher demonstration/modelling, sites such as Oak Academy and White Rose Maths. Quality of feedback and impact on pupils' work. 	<p>Since January 2021, the quality of our Remote Learning provision has improved significantly. How?</p> <p>All staff are providing personalised, individual feedback to pupils on a daily basis. This includes positive comments to encourage, motivate and engage pupils, but also constructive comments for improvement, e.g. 'check question 3 again', 'can you add an adjective before the noun here?'. This includes a mixture of written feedback and recorded verbal feedback – this is particularly effective when marking writing tasks.</p> <p>The quality of feedback is monitored on a weekly basis by KB.</p> <p>Weekly monitored of planning and activities (scheduled tasks) shows:</p> <p>Explicit learning taking place – all activities have a Learning Challenge.</p> <p>Close links to National Curriculum – all year groups are planning activities closely aligned to the N/C.</p> <p>Pupils at home are given exactly the same learning opportunities as key worker/vulnerable pupils in school.</p> <p>Quality of teaching – this is more important to use than providing 'live lessons' (following Ofsted guidance).</p> <p>Therefore, we encourage our teachers to include a range of teaching approaches and to make use of high quality pre-recorded materials (where appropriate) e.g. Oak Academy, White Rose Maths. We feel that short, recorded focus</p>	<p>Amber WIP Work in progress</p>	<ul style="list-style-type: none"> To ensure more time is given during staff meetings to discuss remote learning – e.g. opportunity to share good practice, top tips, what works well for me etc. We did this on 3/2/2021 and it proved to be very beneficial to staff. Ensure (and encourage) staff to make more use of pre-recorded teacher demonstrations/models to support children's learning. To use weekly zoom check-in meetings to reinforce learning for that week – e.g. address any misconceptions etc.

		<p>demonstrations are the most effective teaching tool.</p> <p>Phone calls, emails and written contact (recorded) to ensure EHC pupils are engaging with learning, have correct equipment.</p>		
<input type="checkbox"/> Governors, staff, parents and carers are aware of our approach to and arrangements for remote education.	<ul style="list-style-type: none"> • See our communications with these stakeholders – includes regular updates on our provision. This can be found on our website. • Our school website – has information about our remote education provision 	<p>The website is constantly updated with information about our approach to remote education. This includes:</p> <p>Communications from the Head teacher</p> <p>Letters to parents, staff and governors.</p> <p>Copies of our Risk Assessments</p> <p>Remote Learning Policy and any other documentation about remote learning.</p> <p>Online Meeting with the SEN Link Governor - Mrs J. Grindley. Shared anonymised Reasonable Adjustments for EHC Pupils and discussions about remote learning for SEN pupils and further actions taken for SENAS pupils.</p>	Green	<ul style="list-style-type: none"> • To continue to ensure that we keep all stakeholders informed and up to date with our approach to remote learning – this is constantly evolving and we must ensure that everyone is kept informed. • To continue to ensure that our website is updated with current information.
<input type="checkbox"/> We have systems in place to monitor the impact of remote education, including: <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 to help us respond to changing contexts, such as: 	<ul style="list-style-type: none"> • We work hard to mitigate the impact on staff workload e.g. we are resisting pressure to provide 'live lessons'. We take feedback on staff workload and well-being from our staff and constantly address this in SLT meetings – how can we support our staff during this time? How can we ease the pressures? 	<p>Staff absences are monitored rigorously – is there an issue with workload/anxiety which we can support staff with?</p> <p>Feedback from staff during staff meetings on workload so that SLT can understand the pressures associated with planning, delivering and marking remote learning whilst also teaching face-to-face.</p>	Amber	<ul style="list-style-type: none"> • Staff workload – ensure that 'working party' of staff representatives meets on a half-termly basis with P McD to voice concerns/issues. • Ensure more time is given during staff meetings for honest and open discussion about remote learning.

<ul style="list-style-type: none"> ● Staff and pupil sickness data ● Pupil attendance data 	<ul style="list-style-type: none"> ● Remote learning policy sets out these expectations ● Feedback from SLT on ease of access to management information ● We monitor pupil engagement on a weekly basis and weekly check in calls are made if we have any concerns. ● Teachers and TAs update SENCo about the EHC/high needs SENAS Pupils both in school and at home. (Engagement, support/resources required, home issues) 	<p>Staff and KB closely monitor pupil engagement at home. This is done on a weekly basis. Any pupil who is not engaging (or very minimally) is quickly identified and check-in calls are made to parents/carers e.g.</p> <p>Is there an issue with technology? Access to the internet? Would parent/ carer prefer paper copies? Is the mental health of a pupil or parent/carer a concern? What measures can we put in place to make things easier?</p>		
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Remote teaching

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	Next steps
<input type="checkbox"/> Pupils receive meaningful and ambitious assignments each day in different subjects. Remote tasks are as challenging as tasks set in school and the level of work is pitched correctly.	<ul style="list-style-type: none"> ● Remote learning policy sets out this expectation ● Scheduled tasks on Seesaw which are closely aligned to National Curriculum (Y1 – 6) and medium and long term planning. ● Monitoring of Seesaw to see activities provided and also quality of work produced by pupils. 	<p>This is monitored on weekly basis by KB – cross checks remote provision against NC and long/medium term plans.</p> <p>We must always ask ourselves: Is this task MEANINGFUL? Is this task AMBITIOUS?</p>	Amber (WIP)	<ul style="list-style-type: none"> ● Continue to monitor provision on weekly basis – KB to focus on one year group per week in more detail to check NC coverage and provision against long and medium term planning. ● We need to ensure that learning is being moved forward – ambitious and challenging.

	<ul style="list-style-type: none"> ● Feedback from pupils learning remotely and their parents (e.g. regular check in phone calls) 			
<input type="checkbox"/> Teachers teach a planned and well-sequenced curriculum to pupils learning remotely. The curriculum could be identical, similar to or different to the one at school.	<ul style="list-style-type: none"> ● Long and medium-term curriculum plans ● Scheduled tasks on Seesaw (weekly planning). Activities on Seesaw. ● If pupils at home follow a different curriculum (e.g. Oak Academy lessons or White Rose Maths), lesson plans show that it's well-sequenced, and that knowledge and skills are built on gradually ● Pupils' remote work - is similar quality as the work of pupils in school ● If following a similar curriculum isn't possible remotely (e.g. practical skills in design and technology): ● Teachers have planned sequences of work that focus on other knowledge and skills (e.g. a design branding project) ● Subject leads adapt their curriculum sequencing to revisit those skills when pupils return, or in later years 	<p>Long term plans have recently been updated by all staff, following staff meeting on 3/2/2021.</p> <p>All staff have reviewed long term planning in light of remote learning and adaptations have been made, where necessary.</p> <p>KB monitors long term planning before uploading on to our school website to share with parents/carers.</p> <p>Evidence seen on scheduled weekly tasks/planning on Seesaw:</p> <p>Learning Challenge curriculum Closely aligned to National Curriculum Monitoring of remote/school provision shows that pupils have access to the same learning opportunities.</p> <p>Quality of work by remote learners is not of the same quality as the work of pupils in school – this is despite feedback from teachers – e.g. check your handwriting, please can you add more detail etc. It is difficult as we want to encourage our remote learners and be positive in our feedback, however it is evident that some pupils are rushing their work and do not put the same effort/attention to detail as</p>	<p>Amber (WIP)</p>	<ul style="list-style-type: none"> ● Continue to monitor quality of remote learners work as remote learning fatigue sets in. ● How can we continue to encourage and motivate our learners at home so that they try as hard as they would in school? This is the real challenge of remote learning. ● Continue using praise to motivate and encourage – e.g. weekly good work assemblies, 'remote learner of the week', teachers to post 'postcards of praise' to pupils. ● Continue weekly check in calls to parents/carers of pupils who we are concerned about. ● Ensure learning is differentiated for SEN pupils where needed. ● Will children have the right equipment at home to attempt/achieve the task?

		they would in school. There is definitely some remote learning fatigue setting in as some pupils appear to be losing motivation.		
<input type="checkbox"/> We set clear and reasonable expectations on how regularly teachers will check work and provide timely and frequent feedback, and pupils are clear about these expectations. E.g. teachers will check all work submitted on Seesaw on a daily basis. This will include positive comments to encourage and motivate learners, combined with constructive comments for improvement. This can be a mixture of written and verbal (recorded) feedback.	<ul style="list-style-type: none"> Remote learning policy sets out this expectation Pupils' work - has been marked or looked at on a daily basis. Feedback from pupils learning remotely and their parents during check in phone calls and comments posted on Seesaw. Staff feedback - shows these expectations are reasonable and not creating an unmanageable staff workload Teachers' feedback leads to improvement – e.g. a misconception has been corrected. Parent feedback to SENCo is shared with SLT and staff. 	<p>Since the previous lockdown, this is an area which we have really tightened up on.</p> <p>All teachers are required to provide daily, personalised feedback to pupils (including a healthy balance of praise and constructive comments for improvement).</p> <p>Another strength of our school is that our teaching assistants are also actively involved in providing quality, individual pupils to a target group of pupils e.g. one teaching assistant in KS1 checks the remote learning of LAC & Pupil Premium pupils. In Y4, the teaching assistant holds weekly zoom intervention meetings with a target group of SENAS pupils.</p> <p>Parents have commented that they (and their children) really appreciate this individual, purposeful feedback. Pupils respond particularly favourably to verbal feedback when teachers record an audio comment (this also helps staff as this option can be less onerous than written feedback).</p> <p>KB monitors feedback on a weekly basis and the quality of feedback is excellent – children know what they have to do to improve.</p>	Green	<ul style="list-style-type: none"> See online training videos from the EdTech Demonstrator Programme on effective assessment and feedback Continue to rigorously monitor feedback and its impact.

<p><input type="checkbox"/> We provide, on average, at least:</p> <ul style="list-style-type: none"> • 3 hours of remote learning per day for Key Stage (KS)1, with less for younger children • 4 hours per day for KS2 <p>This includes both recorded or live direct teaching time, and time for pupils to complete work independently.</p>	<ul style="list-style-type: none"> • Remote learning policy sets out this expectation • Teachers' lesson plans/scheduled weekly tasks on Seesaw • Feedback from parents/carers during half termly/weekly check in phone calls home – the majority of parents/carers feel that we have got the balance of work just right – they appreciate how we schedule tasks each day so that the whole week of learning is not over-facing. 	<p>Weekly scheduled tasks clearly show high expectations for our learners across the school. E.g.:</p> <ul style="list-style-type: none"> • Daily handwriting task • Daily reading (using Oxford Owl e-library) • Daily Maths lesson (included pre-recorded teacher demonstrations/lessons provided by Oak Academy or White Rose Maths) • Daily English lesson ((including pre-recorded teacher demonstrations/lessons provided by Oak Academy). • Foundation/Core subjects for the afternoon. • Reading of class book by teacher <p>Weekly monitoring of remote provision by KB shows that our provision meets the expected number of hours for each key stage. Feedback from parents/carers also corroborates this.</p>	<p>Green</p>	<ul style="list-style-type: none"> • SLT to continue to monitor remote provision across the school to ensure it is challenging and robust.
<p><input type="checkbox"/> Teachers plan a remote programme that's of similar length to the core teaching pupils would receive in school.</p> <p>E.g. remote pupils receive the same lesson input via a pre-recorded video or written explanation, and then work on an activity for the same amount of time, followed by the same</p>	<ul style="list-style-type: none"> • Remote learning policy sets out this expectation • Teachers' lesson plans/scheduled weekly tasks on Seesaw. 	<p>Monitoring of remote provision by KB shows that teachers remote programme of learning is of similar length to the core teaching pupils would receive in school e.g. pupils at home do exactly the same activities/lessons as children in school. This includes, for e.g. the same lesson input such as pre-recorded video or written instructions.</p>	<p>Amber (WIP)</p>	<ul style="list-style-type: none"> • Continue to monitor remote provision.

<p>plenary via a video or written explanation - this doesn't need to be synchronous.</p>		<p>Pupils in school clearly benefit from having the teacher engaging in face-to-face teaching – they can ask questions straight away if they are unsure of what to do. It is difficult to replicate this remotely and we must be aware that, although remote learners can re-play videos and instructions for a task, it is not the same as having the teacher face-to-face in the classroom.</p>		
<p><input type="checkbox"/> Teachers are clear about what they're going to teach remotely in each subject and have clear lesson objectives. These involve scaffolded practice and opportunities for pupils to apply new knowledge</p>	<ul style="list-style-type: none"> Resources used by pupils (e.g. PowerPoint slides, videos or activity sheets) - have clear lesson objectives in them which we present as 'Learning Challenges'. Teachers' lesson plans – include scaffolded practice 	<p>Monitoring of scheduled tasks show all activities have explicit learning challenges. These include opportunities for scaffolded practice – e.g. planning for writing using clear steps and following teacher model</p>	<p>Amber (WIP)</p>	<ul style="list-style-type: none"> Continue to monitor remote provision, ensuring that as well as recapping prior learning, opportunities are provided for pupils to acquire new knowledge and skills. Ensure SEN pupils are supported with new concepts when/where needed eg, writing frames, encourage mind maps, use of equipment, word banks (especially with new topics),
<p><input type="checkbox"/> Pupils receive clear, frequent explanations of new content from teachers or through high-quality curriculum resources or videos (e.g. Oak National Academy or White Rose Maths).</p>	<ul style="list-style-type: none"> Teachers' lesson plans /scheduled tasks Assignments and curriculum resources - explanations are written down or pre-recorded for pupils to refer back to, re-read or re-watch Feedback from parents/carers 	<p>Provision is monitored on weekly basis by KB. Clear evidence that teachers are providing a range of resources in order to deliver new content including: short, sharp, focused explanations/demonstrations of new content in pre-recorded format and/or high-quality curriculum resources or videos e.g. White Rose Maths and Oak Academy.</p>	<p>Amber (WIP)</p>	<ul style="list-style-type: none"> Continue to monitor quality of teaching and learning. Refer to Oak National Academy for help to deliver a planned curriculum

<p><input type="checkbox"/> Teachers regularly check how well remote pupils are progressing through the curriculum. If pupils have gaps in their understanding, teachers will re-teach or adapt their remote lessons accordingly.</p>	<ul style="list-style-type: none"> • Teachers' lesson plans/scheduling of tasks - include opportunities for checking understanding (e.g. live questioning or quizzes) • Feedback from parents/carers and pupils. • Weekly zoom meetings to check pupil welfare, but also to address misconceptions. 	<p>Robust monitoring of remote learning shows that high-quality and individual feedback is given to all pupils. This includes constructive comments for improvement – this is particularly effective when giving feedback on writing in English.</p> <p>The challenge for us now as a school is how to address gaps in learning or if a concept has not been understood – e.g. the issue that some pupils may have understood the concept, but a whole group may not have. This is difficult to address remotely as one size doesn't fit all. In a classroom setting, this can easily be addressed.</p>	<p>Amber (WIP)</p>	<ul style="list-style-type: none"> • Although staff provide high-quality feedback, we now need to address how to address gaps in understanding e.g. re-teaching a concept if necessary. This presents more of a challenge remotely due to the differing needs of pupils. • See online training videos from the EdTech Demonstrator Programme on effective assessment and feedback
<p><input type="checkbox"/> Lessons contain opportunities for interactivity. This includes questioning, eliciting and reflective discussion, and helps create a sense of belonging.</p>	<ul style="list-style-type: none"> • Teachers' lesson plans/scheduled tasks - include opportunities for interactivity (e.g. discussions) • Weekly Zoom meetings – quizzes, interactive games. 	<p>This is an area which we are working to improve – e.g. through weekly zoom meetings. The focus for these is pupil well-being and to make connections. Interactivity is encouraged through quizzes, fun, interactive games, challenges. These really do help to create a sense of belonging and feedback from parents/carers is extremely positive.</p> <p>As we do not provide 'live lessons' (for reasons outlined in our Remote Learning Policy and Information for Parents/Carers), interactivity during actual lessons is more limited. Pre-recorded videos/teacher demonstrations encourage pupils to pause video and discuss/write ideas down.</p>	<p>Amber</p>	<ul style="list-style-type: none"> • Consider ways to provide more opportunities for interactivity. • Loom is a way of children seeing you on a pre- recorded lesson • Kahoot/Quizlet games apps to share on a Zoom session eg, to play a topic quiz.

		During weekly zoom meetings, pupils are encouraged to share their work with their peers which also creates a sense of belonging – e.g. play power point presentation on research project etc.		
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Access to resources and technology

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
<input type="checkbox"/> All pupils are able to access remote learning every day.	<ul style="list-style-type: none"> • Calls to families – show whether they have a device that they can use at home (either their own or one that the school has provided) • Pupils without access at home are considered vulnerable and are therefore attending school • Rigorous monitoring of pupil engagement on Seesaw identifies pupils who are not accessing remote learning every day. 	<p>Pupil engagement is rigorously monitored on weekly basis by KB and teaching staff.</p> <p>Any pupil who has not accessed their remote learning is quickly identified and check in phone calls home made (in all phases). This has enabled us to quickly identify those pupils who need to be given a chrome book/I pad from school – this list is closely monitored and updated by JR and LS.</p> <p>We have also supplied a router for one family who do not have internet access.</p> <p>Some families have requested paper copies of work due to various issues (e.g. a SEN pupil finds it difficult to work off a screen). When requested, we always supply paper copies of work to facilitate pupil engagement.</p>	Green	<ul style="list-style-type: none"> • Continue to monitor access to remote learning on a weekly basis.

		Phone call reminders to a specific family to ensure engagement in Zoom lessons.		
<input type="checkbox"/>	All teachers and TAs have access to a device and stable internet connection to support pupils with learning throughout the day.	<ul style="list-style-type: none"> Audit on teachers and TAs - shows whether they have the technology they need Records – show that where possible, the school has supplied staff with devices and internet access (e.g. wifi dongles) Digital education platform - engagement data shows that all teachers and TAs have logged on 	<p>This is not an issue for our school.</p> <p>All teaching staff have access to devices provided by school and stable internet connection to enable them to support pupils with learning throughout the day when working from home.</p>	<p>Green</p> <ul style="list-style-type: none"> Continue to monitor.

Safeguarding

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
<input type="checkbox"/>	Pupils are aware of online safety and know how to stay safe.	<ul style="list-style-type: none"> Teachers' lesson plans – show they teach an online safety lesson to their class each term Monitoring of scheduled tasks and activities on Seesaw - show that teachers are reminding pupils of online safety 	<p>Green</p>	<p>To find out how to safeguard pupils and staff during remote learning and set out your expectations, use:</p> <ul style="list-style-type: none"> The Key article on how to safeguard pupils and staff during remote learning

	<p>principles e.g. promotion of Safer Internet Day on 9/2/2021.</p> <ul style="list-style-type: none"> Procedures put in place for Zoom calls – see Zoom Guidelines which were shared with all parents/carers/pupils on Seesaw. 	Zoom Guidelines shared with all stakeholders.		<ul style="list-style-type: none"> DfE guidance on safeguarding and remote education during coronavirus
<input type="checkbox"/> Parents know how to keep their children safe when learning online.	<ul style="list-style-type: none"> Communications with parents (e.g. email/letters) – shows we’ve shared online safety materials School website – contains online safety materials (e.g. in a “remote learning” section) Check-in calls with, or emails to, families - show they’ve received and understood online safety resources Digital education platform – pupils and parents can access platform-specific online safety materials 		Amber (WIP)	<p>Continue to set out our remote learning expectations and communicate these to parents, use:</p> <ul style="list-style-type: none"> DfE guidance on safeguarding and remote education during coronavirus
<input type="checkbox"/> Staff are aware of online safety when running live lessons or recording video lessons.	<ul style="list-style-type: none"> Staff briefings – have covered the potential risks of recording video lessons (e.g. pupils or parents sharing video lessons or screenshots on social media maliciously) 	Staff meetings include regular time to discuss this issue to ensure that all staff are aware of online safety – e.g. recent issue of child joining zoom meeting with a false name and camera not on so teacher could not identify the pupil. This has led to adaptation of our guidelines to insist that all pupils must	Amber (WIP)	<p>Continue to set out staff expectations for online safety, see:</p> <ul style="list-style-type: none"> The Key model addenda to our child protection and behaviour policies They Key template risk assessment for safeguarding staff and pupils while on video calls

	<ul style="list-style-type: none"> Feedback from staff surveys – shows staff know how to protect themselves online Guidelines given to staff on online safety. 	put the camera on when joining the meeting and use only their name.		<ul style="list-style-type: none"> The Key article on how to safeguard pupils and staff during remote learning DfE guidance on safeguarding and remote education during coronavirus
<input type="checkbox"/> The features and permission settings of our digital education platform are in line with our behaviour, safeguarding, and online safety policies.	<ul style="list-style-type: none"> Remote learning policy, online safety policy and/or safeguarding policy Records from the designated safeguarding lead (or online safety lead) – show they've reviewed all features available to pupils and limited them as necessary Records - show we've reviewed pupil permissions once a month and made adjustments to reduce the risk of safeguarding incidents 	<p>No concerns with features and permission settings of Seesaw.</p> <p>Seesaw rigorously monitored by KB on weekly basis.</p>	Amber (WIP)	<ul style="list-style-type: none"> Continue to monitor.
<input type="checkbox"/> We've decided on procedures for 1-to-1 contact between pupils and staff, and staff members are clear about their responsibilities. E.g. Staff to record video call, parent/carer to be present for call.	<ul style="list-style-type: none"> Addendum to safeguarding or remote learning policy sets expectations and responsibilities for staff Recordings of video calls 1-to-1 meetings between line managers and staff 	Monitoring of 1-to-1 calls (usually between T.A. and pupil) shows that procedures are in place e.g.: Parent/carer to be present Call to be recorded.	Amber (WIP)	Continue to set out our remote learning safeguarding expectations. Consider using They Key's: <ul style="list-style-type: none"> Model addenda to our child protection and behaviour policies Remote learning model policy Online safety model policy Article on how to safeguard pupils and staff during remote learning

<p>☐ Staff and pupils know how to spot potential wellbeing or mental health issues and how to respond.</p>	<ul style="list-style-type: none"> ● Feedback from staff shows they are aware of the signs they should be looking out for and feel confident responding ● Home-school communication and lesson plans - show that pupils have been taught how to raise concerns relating to their mental health and wellbeing – e.g. raised awareness during Children’s Mental Health week (w/c 1st February 2021) ● Feedback from check in phone calls – parents/carers and pupils ● See our Recovery Curriculum – focus on mental health and well-being. 	<p>Staff wellbeing/mental health issues is incredibly important to us – we seek to reduce the pressures on our staff and find ways to support them and reduce their workload – e.g. removing non-essential tasks, not providing live lessons.</p> <p>Activities to look after staff wellbeing – e.g. random acts of kindness, breakfast sandwiches etc.</p> <p>Support systems in place for staff who may be struggling.</p> <p>We respond to staff feedback on workload and wellbeing and ensure that time is given at staff meetings to discuss concerns/share experiences during lockdown.</p> <p>We were active participants in Children’s Mental Health Week (February 2021) – this was a whole school project, culminating in Dress to Express day.</p>	<p>Amber (WIP)</p>	<ul style="list-style-type: none"> ● Continue to monitor closely and ensure that staff are given the opportunity to feedback to SLT on issues such as workload and wellbeing. ● SLT to listen and respond to staff feedback, where appropriate. ● Watch this webinar from the DfE on how to support pupil mental wellbeing
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Supporting families

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
<input type="checkbox"/> All parents understand: <ul style="list-style-type: none"> • What their child will learn and what's expected from pupils and families • What will happen if pupils/parents don't meet these expectations • The support they can receive 	<ul style="list-style-type: none"> • Home-school agreement – shows parents have understood • Remote learning policy – is accessible to parents on our website, along with other documentation linked to remote learning including ways in which parents can help their children at home. • Check in calls – we share our expectations with parents and ask how we can support their child. • Special arrangements have been made for certain pupils to ensure their SEN child can access their specialist provision whilst alleviating parental concerns eg, being taught in a separate class room, attending school at 9.30am - 2.30pm to miss other people arriving at school. 	<p>Weekly check in calls to parents/carers of pupils who are not engaging with remote learning – school's expectations are shared, but also we discuss what measure we can put in place to support their child e.g.:</p> <p>Access to I pad or chrome book</p> <p>Offer a place in school if possible</p> <p>Arrange to send paper copies home</p> <p>Make reasonable adjustments for specific pupils and families if they are genuinely struggling – e.g. arrange weekly phone call from LS (pastoral lead) or devise specific programme of work e.g. differentiated work or adjustment of expectations of amount of work to be completed etc.</p>	Amber (WIP)	<p>Continue to provide as much information to parent about remote learning and our expectations.</p> <p>Continue weekly monitoring of pupil engagement and follow up check in calls.</p>
<input type="checkbox"/> Parents have everything they need to support their child's learning.	<ul style="list-style-type: none"> • Home-school communication – shows: 	<p>Positive feedback from parents during half termly welfare phone calls home made by teachers.</p>	Amber (WIP)	<ul style="list-style-type: none"> • Continue to reach out to parents and ensure that they have everything

	<ul style="list-style-type: none"> • Staff have reached out to families • Members of staff have called parents to make sure staff have offered support during remote learning • Logs of parents' requests – show staff have, where possible, fulfilled requests for support (e.g. for devices or internet access) • Positive feedback from parents during check in calls. 	<p>Evidence that when parents have reached out to tell us they need help/support of the measures that we have put in place – see weekly phone call home records and actions.</p> <p>Weekly review of school places by SLT.</p> <p>Providing resources for families to support learning for SEN pupils eg, 'Toe by toe' programme, logons for Nessy spelling app.</p>		they need to support their child's learning.
<input type="checkbox"/> Parents of disadvantaged pupils, and parents of pupils with English as an additional language (EAL), have the tools they need to support their children with home learning. E.g. instructions of how to log into the digital education platform or access work on the website, ideas of how to create a structured day and a calm environment to work in.	<ul style="list-style-type: none"> • The availability of clear instructions for parents and translations where possible • Logs – show staff have contacted parents to make sure they have what they need, and continue to do so 	<p>Where ever possible, we have ensured that school places have been offered to our disadvantaged pupils and EAL pupils. These have not always been accepted.</p> <p>Disadvantaged pupils who are not in school are closely monitored by BQ and LS who ensure weekly check in calls are made – how is your child? How are they getting on with their home learning? What can we do to help?</p> <p>Work and progress of PP pupils is closely monitored by KB (PP Lead).</p>	Green	Continue to monitor.

Provision for pupils with special educational needs and/or disabilities (SEND)

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
<input type="checkbox"/> We've made reasonable adjustments to all our remote learning resources to suit pupils' individual needs.	<ul style="list-style-type: none"> Teacher awareness of what pupils with SEND in their class(es) need for remote learning (e.g. that resources are printed on buff paper for dyslexic pupils) Teacher's lesson plans/scheduled tasks show reasonable adjustments have been made – e.g. differentiated work provided. Weekly monitoring of Reasonable Adjustments for EHC Pupils and SEN provision 	<p>Our SENCO is very much on top of this. Evidence by clear and regular communication to staff about provision for SENAS pupils.</p> <p>Many of our SENAS pupils have been offered a place in school.</p> <p>Reasonable adjustments made for EHC pupils when parents were reluctant to send them into school – e.g. special timetables arranged so that they start/finish at different times to the rest of the school and only work with their 1-to-1 support in a different classroom.</p>	Green	SENCO to continue to monitor provision.
<input type="checkbox"/> We've sent home any physical resources pupils need that help them with learning.	<ul style="list-style-type: none"> Teachers or SENCO have sent home these resources (e.g. timetable strips, pencil grips, vocabulary charts, writing slopes, spell checkers, maths manipulatives and fidget toys) Positive feedback from parents and pupils with SEND 	<p>Our SENCO has worked tirelessly to try meet the individual needs of SENAS pupils at home e.g. dropping off chrome books after school, paper copies of work so that work is more accessible, school reading books have been given to some pupils (this is against whole school policy of not sending books home and instead using Oxford Owl e library.</p>	Green	<ul style="list-style-type: none"> Continue to monitor and provide resources if and when needed.
<input type="checkbox"/> Parents of pupils with SEND feel reassured and confident supporting their child's remote learning. Parents know who they can ask for help or talk to if things aren't working.	<ul style="list-style-type: none"> SENCO is in contact with all pupils with SEND (or their parents) regularly to support their learning Positive feedback from parents of pupils with SEND 	<p>Evidence of regular contact between SENCO and parents of SEND pupils – e.g. emails and logs of phone calls home.</p> <p>All queries addressed promptly and parents offered support when needed.</p>	Green	<ul style="list-style-type: none"> Continue to monitor and ensure parents feel supported.

	<ul style="list-style-type: none"> Digital education platform – shows low number of queries sent to staff from parents of pupils with SEND, asking about accessibility features 			
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Staff workload

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
<input type="checkbox"/> When staff are teaching some pupils remotely and some in school, we don't expect them to spend as much time on other tasks if they don't feel these are making a difference to the quality of teaching or learning.	<ul style="list-style-type: none"> Feedback from staff shows that they: <ul style="list-style-type: none"> Don't feel overburdened with tasks Are leaving school, or logging off, at a reasonable time Remote learning policy sets out these expectations 	<p>We work hard to protect staff workload. SLT meet regularly to review procedures and practices to ensure that we are not placing too many unrealistic demands on staff.</p> <p>Staff meetings provide staff with the opportunity to discuss remote learning and to share their experiences and opinions.</p>	Green	<ul style="list-style-type: none"> Continue to monitor and adapt policies and practices where necessary.
<input type="checkbox"/> Staff know who to go to if they're having problems with workload or wellbeing, related to remote learning.	<ul style="list-style-type: none"> Remote learning policy Feedback from staff 	<p>KB constantly monitors remote learning and staff know that they can go to KB (or lines managers) if they are having problems with workload or wellbeing.</p> <p>Support networks in place for staff across the whole school.</p> <p>KB regularly feeds back to P McD on staff workload and wellbeing.</p>	Green	<ul style="list-style-type: none"> Continue to monitor and to provide staff with the opportunity to talk honestly and openly about their workload and wellbeing. KB to organise staff workload/wellbeing survey.
<input type="checkbox"/> Staff have the technology they need to do what we expect of them, and they	<ul style="list-style-type: none"> Remote learning policy 	<p>Training has been provided to all teachers by LP on how to use Seesaw and other APPs effectively for remote</p>	Green	<ul style="list-style-type: none"> Continue to ask staff –what are your training needs for remote learning? How can we support you?

<p>have access to reliable IT support. Staff know who to go to if they're having IT issues that are adding to their workload.</p>	<ul style="list-style-type: none"> • Teacher training – sets out how to use the technology • Feedback from staff 	<p>learning (half day given for all year groups).</p> <p>This half term, LP will continue to work alongside teachers to support them with their remote learning.</p> <p>Opportunities provided during staff meetings for staff to share good practice and support one another – e.g. this idea worked really well for me etc.</p>		
<p><input type="checkbox"/> Staff feel equipped to adapt existing lesson plans for remote learning (rather than creating brand new resources and plans).</p>	<ul style="list-style-type: none"> • Teachers' lesson plans/scheduled tasks • Positive feedback from staff and 1-to-1 meetings 	<p>Majority of lessons follow current planning, with some adaptations made due to remote learning.</p>	<p>Green</p>	<ul style="list-style-type: none"> • Continue to monitor.
<p><input type="checkbox"/> Staff share resources and point each other towards useful material where appropriate, to help reduce workload.</p>	<ul style="list-style-type: none"> • Teachers' lesson plans/scheduled tasks on Seesaw • Positive feedback from staff and 1-to-1 meetings • Resources/materials shared at staff meetings. 	<p>Staff meetings held to enable staff to share resources and direct each other towards useful materials/websites etc. to reduce workload – really positive meetings where staff helped and supported each other.</p>	<p>Green</p>	<ul style="list-style-type: none"> • Continue to provide staff the opportunity to meet and share good practice.
<p><input type="checkbox"/> We've set expectations on how long staff should spend on each activity, and have made these expectations clear to pupils and parents, too.</p> <p>E.g. to minimise workload, staff should record a video in a single take rather than re-record it, even if it</p>	<ul style="list-style-type: none"> • Remote learning policy • Positive feedback from staff and in 1-to-1 meetings 	<p>We have advised staff to only post comments/feedback on work during working hours (e.g. not after 6 pm).</p> <p>We have encouraged staff to provide recorded verbal feedback as well as written comments as this may be a faster way of communicating with pupils.</p>	<p>Green</p>	<ul style="list-style-type: none"> • Continue to monitor.

means there might be some mistakes.				
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