



Wren Spinney Community School

Review of Remote Learning

Date: 25/02/2021



Leadership

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

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.



Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all</p>	<ul style="list-style-type: none"> • Plan in place • Wren Spinney contingency plan written in place and shared • Reading daily • EHCP targets • Maths and English allocated sessions • Provided resources for 4 hourly daily provision 	<ul style="list-style-type: none"> • Overview on Website 	4	

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<p>(including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<ul style="list-style-type: none"> • Weekly tracking of engagement • Blended learning includes recorded sessions and link to external content • Resources and work packs delivered to homes 			
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education.</p>	<ul style="list-style-type: none"> • Governors have had the overview and frequent updates. • Families updated and individualised to meet student needs • Overview on website-remote offer • Twice weekly conversations • Staff training and meetings in place 	<ul style="list-style-type: none"> • Tracking of completed tasks • Developing feedback about quality of work 	<p>4</p>	



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<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<ul style="list-style-type: none"> • Regular communication with staff to ensure wellbeing • Wellbeing support in place for staff • Staff rotas in place • ICT provision for staff reviewed • Families- minimum 2 x weekly calls/ door step visits • Processes for reporting in place • Progress meetings with staff in place 	<ul style="list-style-type: none"> • More staff being trained as mental health first aiders 	<p>4</p>	



Remote education context and pupil engagement

Wren Spinney Community School understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

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<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<ul style="list-style-type: none"> • ICT requirements listed • Weekly updated overview logs of discussions and needs • Pastoral team- clear outcomes and objectives Discussions with families about ICT access, preferred • learning styles Year 7 post admissions review • booked in Parent virtual coffee mornings offered Wellbeing for family sessions offered and resources shared Bought resources sent home as and when required 		<p>4</p>	



<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<ul style="list-style-type: none"> • Identified list of learners who need computers-ordered • 7 laptops from Dfe for 69 learners • E safety sessions with staff • E safety support for families • Regular updates for families on Class Dojo 		<p>4</p>	
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Curriculum planning and delivery

The school has well-sequenced curricula that support ‘hybrid’ teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.



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<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day 	<ul style="list-style-type: none"> • 4 hours daily learning as a minimum in partnership with families. • Clear focus on independent skills and developing skills for life in the home 39% • children in school at least 3 days a week • Extension activity on teams • Optional resources 		4	.



<ul style="list-style-type: none"> Key stages 3 and 4: 5 hours a day 	<p>Regular review of quality of work being provided for blended learning offer</p>			
<p>Curriculum planning</p> <p>The school has a clear, well sequenced curriculum that supports pupils both in class and remotely.</p> <p>This could include a remote curriculum that is identical to the one taught in class, one that is</p>	<ul style="list-style-type: none"> Based around recovery curriculum Focus on EHCP individual outcomes Stories around a theme Whole school activity days Resources available Same curriculum provision on and offsite 		<p>4</p>	
<p>similar but adapted or one that is completely different.</p>	<ul style="list-style-type: none"> All learning personalised 			



<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<ul style="list-style-type: none"> • Systems in place to deliver learning and enrichment either remotely or on site- live and recorded sessions and physical resources • Provision outlined above • Delivery differentiated to meet individual needs • Digital platforms and ICT resources to support this • Weekly posted activities 	<ul style="list-style-type: none"> • To continually review our delivery and learn from other schools and increase offer. To develop whole school learning opportunities- through live assemblies etc. 	<p>3</p>	
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<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.</p>	<ul style="list-style-type: none"> • Feedback: School in contact twice weekly to ensure engagement has taken place. • In school instant feedback Individual and class • feedback on Dojo- lots of celebrations about work achieved and progress made 	<ul style="list-style-type: none"> • To further develop a feedback platform to provide learning feedback 	<p>3</p>	
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<ul style="list-style-type: none"> All SLT and teachers aware of all guidance Weekly meetings Staff planned meetings SLT available for Support at all times - on and off site Remote training plans 		4	



<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p>	<ul style="list-style-type: none"> • Staff training where required • Staff resources identified • Staff all confident with ICT and remote offer • Staff have detailed plans for provision on offer • Specialist knowledge embedded in all plans • Strong team work- sharing resources and ideas 	<ul style="list-style-type: none"> • To continue to audit and review staff training needs 	<p>4</p>	
<p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>				



<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<ul style="list-style-type: none"> • Staff all have links with other colleagues locally • Staff use remote advice from national support networks 	<ul style="list-style-type: none"> • To develop and extend further links 	<p>3</p>	
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Communication

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

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<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school’s website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<ul style="list-style-type: none"> • Strong multi professional working with families to ensure provision is good and suitable • Open culture where families feel confident to share concerns Adaptable • approach to remote learning to meet individual needs Students • involved with their opportunities on and off site 	<ul style="list-style-type: none"> • To continue to develop support packs for home around assessment of needs 	<p>4</p>	



<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<ul style="list-style-type: none"> • Lots of other opportunities shared on Dojo- links with local organisations • Whole school events- word book day • All activities suitable for all pupils and differentiated to meet the individual needs. 	<ul style="list-style-type: none"> • To extend whole school activities • More opportunities for pupil interactions when not on site in a safe manner 	<p>3</p>	
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Safeguarding and wellbeing

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

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<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<ul style="list-style-type: none"> • Strong pastoral team in place with robust monitoring of welfare needs • Clear safeguarding protocols all staff sign to say read and understood Monitoring of safeguarding- team meetings • Families have had support with e safety 2 weekly calls minimum weekly • Welfare- google drive list- updated and reviewed daily • Flexible and adaptable rota for onsite support for students who require that. • All students offered a blended learning offer • Multi professionals all involved and work closely together 		<p>4</p>	
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<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<ul style="list-style-type: none"> • Training for all cohorts and identified training where needed Family • training and resources shared 	<ul style="list-style-type: none"> • Policy update this term 	<p>4</p>	
<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<ul style="list-style-type: none"> • Training and regular updates and conversations for all cohorts • 2 x weekly calls with families and pupils as a minimum • Staff identified to support wellbeing and clear procedures in place for referrals if needed. • Clear records of referrals 		<p>4</p>	



<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General</p>	<ul style="list-style-type: none"> • Clear processes in place and a central team officer for advice as required. 		<p>4</p>	
<p>Data Protection Regulation (GDPR).</p>				
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<ul style="list-style-type: none"> • Clear policies and support in place • New relationship policy in place • All staff had additional training in January Regular updates and support groups if needed. • Student voice- know how to ask for help 		<p>4</p>	

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