Wren Spinney Community School

Review of Remote Learning

Last reviewed on:
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**
Remote education plan There is a plan in place for remote education and a senior leader with overarching responsibility for the quality	• Plan in place • Wren Spinney Community School contingency plan written in place and shared • Reading daily • EHCP targets • Maths and English allocated	• Overview on Website	4	

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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	• sessions • Provided resources for 4 hourly daily provision			

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(including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.	• Weekly tracking of engagement • Blended learning includes recorded sessions and link to external content • Resources and work packs delivered to homes		4	

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Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	• 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	• Tracking of completed tasks • Developing feedback about quality of work		
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Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • 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	• 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 stop visits • Processes for reporting in place • Progress meetings with staff in place	• More staff being trained as mental health first aiders	4	

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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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| 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.		• Identified list of learners who need computers ordered • 7 laptops from Dfe for 69 learners • Communicate via Class Dojo • E safety sessions with staff • E safety support for families		

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		- Teachers log all calls and all engagement - Any raised issues are dealt with swiftly - Pastoral team make contact - Most vulnerable children on site for a rota provision depending on need 3 out of 69 students are not engaging in education provision- support plans in place for those students - Work shared and celebrated			

Curriculum planning and delivery

Wren Spinney Community 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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Capacity and capability

Schools support staff to deliver high-quality remote education.

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Effective practice 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.	• 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	
Staff capability 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.	• 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	• To continue to audit and review staff training needs	4	

Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.				
Strategic partnerships 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.	• Staff all have links with other colleagues locally • Staff use remote advice from national support networks	• To develop and extend further links	3	

Communication

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

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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).	• 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	• To continue to develop support packs for home around assessment of needs	4	

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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.	• 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	• To extend whole school activities • More opportunities for pupil interactions when not on site in a safe manner	3	

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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Online safety 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.	• Training for all cohorts and identified training where needed Family • training and resources shared	• Policy update this term	4	
Wellbeing 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.	• 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		4	

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Review of Remote Learning Policy

			4	
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	• Clear processes in place and a central team officer for advice as required.		4	
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	• 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		4	

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