Bligh Primary School.

Expectations for remote learning.

This document links with the Government statutory and guidance documents to set out the minimum requirements for Maritime schools during periods of remote learning.

Leaders will continue to reference a range of other government documents that outline processes and systems during COVID to assist in the safe planning of provision. This includes but is not limited to:

- ❏ The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction (Sept 2020)
- ❏ Education and childcare (which includes: Pupil wellbeing and safety Home Learning during COVID Exams and managing a school or early years setting
- ❏ Actions for schools during the coronavirus
- ❏ Get help with remote education
- ❏ Restricting attendance during the national lockdown: schools Jan 2021
- ❏ School attendance: guidance for schools

- ❏ Guidance for full opening: special schools and other specialist settings

Remote education expectations and duties

Summary

Maritime Academy Trust requests that Leaders have the following areas in place - please refer to the list below as a checklist. Then assess the quality of provision using the information on good practice in remote learning and the framework review template.

- ❏ identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- ❏ have systems for checking, daily, whether pupils are attending remote learning, and work with families to rapidly identify effective solutions where attendance is a concern
- ❏ have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- ❏ Schools publish a basic outline on websites by 25th January outlining key areas of remote learning provision – (example format - schools can add to as they wish as this is the minimum requirement)
- ❏ If children need to self-isolate or there are school closures, schools need to be able to immediately* provide them with access to remote education. * within the same school day
- ❏ Identified and offered necessary provision (including where possible an in school place) to children and families deemed, at local school level, as vulnerable (schools discretion)
- ❏ overcome barriers to digital access for pupils and maintain an up-to-date record of which pupils and families who do not have device or internet access

- ❏ Have monitoring systems in place to capture attendance both in schools and online and follow up within 48 hours with parents/ carers. School is also able to present this as percentage data when requested
- ❏ Have monitoring systems in place to capture the engagement of pupils taking part in online learning and follow up within 48 hours with parents/ carers. School is also able to present this as percentage data when requested
- ❏ When teaching pupils remotely, we expect schools to:

  -set meaningful and ambitious work each day in an appropriate range of subjects

  -provide teaching that is equivalent in length to the core teaching pupils would receive in school. (see review info below)

  -Include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum: •

  -teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum

  -select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use

  -Schools are ensuring feedback (whether live or marked) is informing individual children's learning and leaders need to ensure this is having impact for children and manageable for staff workload

  -Ensure that staff are regularly reminded of and adhere to the Maritime Safeguarding policy , safeguarding and remote education during coronavirus (COVID-19) • KCSIE (Keeping Children Safe in education) including annex C as well as use the

range of online safety guidance (referenced in the Framework Review template) to regularly review provision in relation to safeguarding practices directly relating to remote learning.

-Completed and keep under regular review, a review of your schools current remote learning provision (example Framework Review template below - school may wish to create their own or add to this as the minimum requirement)

What matters most in remote education

This Good Practice guide for remote education focuses on approaches to the delivery of the curriculum. This presupposes clarity about what is to be taught by teachers and learned by pupils in a carefully sequenced curriculum.

Despite the challenges, remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Key areas for consideration in considering how to ensure good practice in remote learning include:

Interactive platforms

Linking platforms to applications

Maintaining aspects of school life online

Continuing to teach all or most of schools planned curriculum

Physical education

Technology training

Communication

Ref: Remote schooling: new EEF evidence review highlights core features that can unlock its potential

Best evidence on supporting students to learn remotely

schools' guidance

Please complete the framework review template and summary to review your remote education – there may be certain areas where you need to focus and have more detail depending on where each school is in your journey. It can then be used as a review document to see how remote provision is developing to be the best possible quality of education we can offer.

Summary of Framework Review Template

Score 1 = Needs significant further work 5= Best possible provision in place

Member of SLT responsible for all aspects of remote learning:		Name: Christian Markham- Headteacher- Engagement Name: Heidi Elliott- Deputy head teacher- Quality of provision.		
Area of focus	Review Date			
		21st January	1st February	12th February
1 Leadership	Overall Score* 1-5			
		4		
2 Remote education context and pupil engagement	Overall Score* 1-5			
		3-4		
3 Curriculum planning and delivery	Overall Score* 1-5			
		4		

4 Capacity and capability	Overall Score* 1-5			
		4		
5 Communication	Overall Score* 1-5			
		4		

*Calculate as a best fit judgement

Framework Review Template

1) Leadership

AIM 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				To help develop your remote education plan:

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	There is a clear strategy focusing on: Attendance Quality of engagement Digital access Attendance of groups Engagement of groups Engagement of the most difficult to reach families. All learning has significant elements of live learning. In EYFS they use pre recorded videos on Tapestry, live Zoom catch ups and live assemblies. In the rest of the school they have at least 1 hour per day of live teaching, live intervention for those falling behind, drop in support sessions, 1:1	Once digital access and in school learning has been offered there are still a small but hard to reach % of families that will not engage. We need a strategy to force engagement with those groups (WB 25th Jan). Balance between staffing bubbles and providing quality live learning (WB 25th Jan). The wider curriculum is not matched to our normal offer. This needs to be addressed if remote learning continues beyond February half term.		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. Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.

curriculum and will include social interaction with peers and teacher input	live feedback with parents and children every fortnight, live assemblies and live support for vulnerable children.			Refer to Oak National Academy for help to deliver a planned curriculum for all.
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education including expectation on attendance and engagement in learning	Communication has been good and only limited by the short lead in time provide by the DfE. The HT has completed over 50 door step visits and calls disengaged families within 48 hours.	Engage the very small % of hard to reach families who have had offers of digital learning provided to them. Need to investigate if there are any more power means to 'force' parents to engage.		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 COVID-19.
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	The school constantly monitors its remote learning provision and the impact it has on staff workload. The movement of the live teaching timetable demonstrated this as did the creation of Google form by DH for the final week of term to help reduce staff workload. The school has developed a tracking	It is very hard to staff the school consistently with staff being off, isolating and awaiting test results as well as staffing issues that occur in normal times (sickness other that Covid related). We continue to be as responsive and flexible as possible.		GOV.UK provides the following guidance: • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce • remote education good practice

sickness and absence data) to help the school respond to changing contexts	system for pupil attendance and quality of engagement to support our evaluation and help interventions			

2) Remote education context and pupil engagement

AIM: The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

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
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-	The school has provided over 90 devices and data top ups to families to ensure that digital poverty is not an issue. We are also aware of families that have several members of the household working from home. These families have also been	The hard to reach small % that despite being given devices and data have not engaged or are unable to share devices between siblings.		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

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	offered support with devices. The school identifies children who need additional non-academic social and emotional support and provided 1:1 live sessions with a learning mentor or other member of the inclusions team.	We need to provide more training here (CW- by the end of term 3).		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.
Laptops, tablets and internet access Where digital approaches are used, leaders are	The school has been fortunate to be able to			Where technology is used to support remote education, the EdTech Demonstrator

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. If there are vulnerable pupils whose parents are accessing paper packs and refusing an offered school place, the school	offer any family that asks for at least 1 device suitable for home learning. The HT chases attendance and engagement regularly as do the inclusion team. Logs and records are kept and information shared.			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.

has considered how it will address the need for both teacher input and social interaction with peers An up to date record of this information is kept by the school				
Supporting children with additional needs 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	Intervention groups are being established for SEN groups and children who are behind in their learning. Digital devices and data have been priorities for this group.	Setting up sustainable intervention groups with an unstable staff profile (due to isolation, illness and testing). This will be in place by week 5 Term 3.		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 for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children.

pupils have access to the right hardware and software to support their needs. f there are SEND pupils whose parents are accessing paper packs and refusing an offered school place, the school has considered how it will address the need for both teacher input and social interaction with peers		This is a very difficult area to tackle. The school is robust in is expectation of parents and the HT conducts home visits and challenges engagement but we have no real 'teeth'.		Oak National Academy provides resources for teachers to support children with additional needs.
Monitoring attendance The school has systems for checking daily on a pupils attendance in lessons - depending on the remote learning approach this may mean a morning and afternoon attendance mark or	The school now has a robust attendance and engagement tracking system.	First day calling for online non attendance is still difficult. This will be developed into week 6 term 3.		Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance. EdTech Demonstrator networks have produced a range of

sessional marks. There are systems in place that non attendance is followed up on all SEND and vulnerable non attenders that day (First Day calling) and on all other pupils within 48 hours. Monitoring engagement The school has systems for checking daily whether pupils are engaging with their work. Parents and carers are informed of concerns within 48 hours, prioritising the SEND and vulnerable pupils and those where the gap is widening.	There is a robust system to check quality engagement daily in all classes.	This still needs more work. Now the school has an adequate tracking system more effective use of staff time can be deployed to chase engagement.		webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.
Pupil digital skills and literacy				Where technology is used to support the

The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	Yes			school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.

3) Curriculum planning and delivery

AIM: 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.

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
Minimum provision 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: • EYFS No time expectation has been given for EYFS remote learning. It should include a combination of teacher input (which may be video recording or live lesson) and activities. Provision will also need to consider the need for social interaction with peers. • 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	Video lesson, live Zoom social lessons and live assemblies. Yes Yes			Remote education expectations are highlighted in the guidance for full opening. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

Curriculum planning 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.	Yes The curriculum is adapted from our original curriculum especially in the core subjects.	Introduce a quality wider curriculum offer which is more formal and ensures coverage (After February half term if required).		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.
Curriculum delivery 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	Yes Large emphasis on quality live lessons and additional live support sessions with 1:1 parental/child feedback sessions.			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

educational providers (such 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.	Children are expected to engage in well structured independent tasks especially in writing. Tapestry is used in EYFS and Google Classroom is used throughout the rest of the school.			• 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

Assessment and feedback 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.	The quality of engagement is recorded daily. 1:1 feedback is expected fortnightly. Small group feedback is offered daily. Feedback on forms is at least weekly.			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.

4) Capacity and capability

AIM: Schools support staff to deliver high-quality remote education.

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
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.	Yes			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.
Staff capability Staff have access to the digital resources and tools (for	Yes			he EdTech Demonstrator Programme provides advice, guidance and practical

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.	Yes	Strategic deployment of training has been hard as the strategy has tried to keep pace with day to day operations and changing guidance/best practice. A more planned approach will be required beyond the end of T3.		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 pupil with a print disability. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.
Strategic partnerships				There are several school-to-school support networks

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. Leaders are strongly encouraging the sharing of resources across the Trust by uploading into the relevant digital storage areas EYFS shared drive SEND shared drive KS1 and KS2 into Sharing is Caring Drive (which has been simplified as a filing system)	Sharing across the Trust is encouraged and has ensured the sharing of best practice	Leaders need to be more mindful of sharing.		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

5) Communication

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

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
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. Parents are made aware of the importance of pupil engagement and school consequences for a pupils lack of engagement, they will be informed of this a minimum of 48 hours of the incident/ lesson. Pupils understand the expectations on how many hours they should be learning	Information of our Remote Learning offer is online for parents to access. Yes	What are the consequences for non engagement or lack of quality engagement. Establish what powers we have over parents. (ASAP). The school will put all best efforts into contacting parents within 48 hours.		Remote education expectations are highlighted in the guidance for full opening. 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 COVID-19.

and how to participate in remote education (for example, how to submit assignments). Pupils will be made aware of poor engagement during the session or, following marking of children's work, at the next feedback / live marking session Schools will consider how they will collect stakeholder feedback to inform and improve provision of their remote offer				
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.				

6) Safeguarding and wellbeing

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

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
Ensuring safety 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.	Reporting systems remain the same as in normal school operations. School staff are on site and therefore reporting to DSL is consistent with normal expectations.			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.
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.	This is constantly re-enforced.			GOV.UK provides guidance on: • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools

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. Record of concerns for children are recorded on My Concerns and regularly reviewed by the DSL including recording information on actions and impact Leaders are clear in the difference between 'well-being' and productivity for staff and ensure that systems and processes are adding to improved outcomes for children	Yes Yes Yes	More training is required here as this is quite a specialised field (CW to provide training after Feb if required).		GOV.UK provides advice on supporting pupil wellbeing during remote education.

as opposed to taking focus away from learning				
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	Yes			GOV.UK provides guidance to support schools: • with data protection activity, including compliance with GDPR • to be cyber secure
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Yes			GOV.UK provides guidance on behaviour expectations in schools.