



Remote Education Provision

School is open to eligible students and staffed on a rota basis by staff members from across all areas of the school teams: admin, mentors, support, teachers and SLT.

Numbers are much larger than in the first lockdown, when between 10-20 students attended per day between March and June. Numbers have also steadily increased since the first week of lockdown, and almost half the eligible EHCP students now attend school in person. This means that a larger number of staff are attending the workplace, as many of these children require one to one support.

Weekly in school attendance numbers up to Friday 29th January:

| | | y07 | y08 | y09 | y10 | y11 | y12 | keyworker | Vulnerable | EHCP | Male | Female | BASE | VLG | Total on site |
|-----------|----------|-----|-----|-----|-----|-----|-----|-----------|------------|------|------|--------|------|-----|---------------|
| Monday | 11th Jan | 42 | 27 | 16 | 8 | 15 | 0 | 64 | 44 | 20 | 55 | 53 | 2 | 4 | 108 |
| Tuesday | 12th Jan | 43 | 24 | 17 | 12 | 12 | 0 | 63 | 45 | 21 | 59 | 49 | 4 | 3 | 108 |
| Wednesday | 13th Jan | 40 | 26 | 16 | 14 | 14 | 0 | 60 | 50 | 22 | 58 | 52 | 4 | 5 | 110 |
| Thursday | 14th Jan | 36 | 18 | 12 | 8 | 7 | 0 | 46 | 35 | 15 | 43 | 38 | 2 | 1 | 81 |
| Friday | 15th Jan | 10 | 4 | 2 | 2 | 2 | 0 | 12 | 8 | 5 | 8 | 12 | 0 | 0 | 20 |
| Monday | 18th Jan | 32 | 20 | 16 | 9 | 11 | 1 | 48 | 41 | 20 | 43 | 46 | 2 | 5 | 89 |
| Tuesday | 19th Jan | 37 | 21 | 16 | 12 | 10 | 0 | 55 | 41 | 19 | 51 | 45 | 4 | 1 | 96 |
| Wednesday | 20th Jan | 39 | 22 | 18 | 14 | 13 | 0 | 57 | 49 | 22 | 54 | 52 | 4 | 3 | 106 |
| Thursday | 21st Jan | 40 | 19 | 18 | 12 | 14 | 0 | 60 | 43 | 19 | 52 | 51 | 2 | 6 | 103 |
| Friday | 22nd Jan | 33 | 19 | 12 | 10 | 10 | 1 | 42 | 43 | 21 | 44 | 41 | 2 | 5 | 85 |
| Monday | 25th Jan | 38 | 25 | 19 | 13 | 14 | 1 | 51 | 59 | 23 | 58 | 52 | 2 | 9 | 110 |
| Tuesday | 26th Jan | 41 | 23 | 20 | 12 | 13 | 0 | 57 | 52 | 21 | 60 | 49 | 4 | 5 | 109 |
| Wednesday | 27th Jan | 40 | 22 | 18 | 14 | 14 | 2 | 52 | 58 | 24 | 55 | 55 | 4 | 7 | 110 |
| Thursday | 28th Jan | 39 | 20 | 20 | 12 | 11 | 1 | 51 | 52 | 24 | 55 | 48 | 2 | 6 | 103 |
| Friday | 29th Jan | 34 | 19 | 15 | 11 | 10 | 1 | 40 | 50 | 21 | 50 | 40 | 1 | 5 | 90 |
| Monday | 1st Feb | 40 | 22 | 21 | 23 | 15 | 1 | 64 | 58 | 24 | 63 | 59 | 2 | 14 | 122 |
| Tuesday | 2nd Feb | 42 | 26 | 22 | 21 | 15 | 2 | 72 | 56 | 24 | 71 | 57 | 4 | 10 | 128 |
| Wednesday | 3rd Feb | 44 | 29 | 20 | 23 | 16 | 2 | 72 | 62 | 25 | 69 | 65 | 5 | 12 | 134 |
| Thursday | 4th Feb | 47 | 25 | 21 | 21 | 19 | 1 | 74 | 60 | 25 | 71 | 63 | 2 | 15 | 134 |
| Friday | 5th Feb | 41 | 21 | 18 | 19 | 13 | 1 | 59 | 54 | 23 | 61 | 52 | 2 | 11 | 113 |

Online learning is well-established after lockdown 1 and term 1 of this academic year. All students who required a device have been issued with a chrome book and/or dongle. All lessons are required to be delivered live, unless the staff member is unwell or otherwise unavailable, whereby cover is set. In the case of any longer term absences, faculties have joined groups together or covered internally to ensure that students do not miss out on live teaching.

Parental feedback on online teaching has been extremely positive.

Attendance at online lessons is as follows:

Please note, up to w/c 1st February, if a student logged onto a live lesson but failed to engage with the tasks set, teachers would change their mark to absent. After discussions with MTN/THA, teachers will now leave the student marked present, but submit a CfC.

Total period analysis (average lessons attended per day, over 4 weeks between 11th January- 5th February - percentage of students)

| Total attendance (4 week period) | | | | | | | |
|-----------------------------------------|---------------|---------------|---------------|----------------|----------------|---------------|--------------------------|
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | School | School Cumulative |
| 4 lessons | 71.2 | 67.2 | 64.1 | 67.8 | 58.3 | 65.8 | 65.8 |
| 3 lessons | 14.9 | 15.6 | 17.9 | 15.1 | 18.6 | 16.4 | 82.2 |
| 2 lessons | 7.3 | 8.7 | 7.8 | 7.3 | 9.5 | 8.1 | 90.3 |
| 1 lesson | 2.9 | 3.8 | 4.7 | 3.4 | 5.1 | 4.0 | 94.3 |
| 0 lessons | 3.3 | 3.5 | 4.4 | 4.7 | 4.9 | 4.1 | 4.1 |
| Other coding | 0.5 | 1.2 | 1.1 | 1.7 | 3.6 | 1.6 | 1.6 |

| Ofsted Area | Grade |
|----------------------------------|-------|
| Overall Effectiveness | 1 |
| Quality of Education | 1 |
| Behaviour and Attitudes | 1 |
| Personal Development | 1 |
| Leadership and Management | 1 |
| Quality of Early Years Education | NA |

Scoring

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

| 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. |

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

Leadership

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

School scores leadership as 5 because...

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 curriculum.

Strengths

Building on experience of the first lockdown, and well established leadership responsibilities within the SLT and middle leadership, the school was able to move to online learning very quickly. A clear vision for what online learning and support would look like was communicated to the staff. On Monday 4th January, the SLT met to agree priorities and put actions in place. By the end of Tuesday 5th January, devices had been delivered to the homes of all who needed one, teachers and support staff were clear on expectations and responsibilities, and members of the inclusion team were assigned a caseload of students identified as those who would potentially have difficulty in engaging in online learning, in order to deal proactively rather than reactively with them. A tracker was set up to record attendance, issues, and contact with students and parents. The SEND departments, BASE and Learning Mentors set up online and in-person support sessions to ensure their cohorts were able to continue learning. These systems and practices have been monitored, reviewed and refined over the subsequent weeks of the school closure, and good practice has been shared between schools in the MAT.

There is a shared sense of purpose and staff are on board with the school's vision and ethos; The HT and senior team reinforce the importance of the role of school staff for the national effort in briefings and communications.

Support staff (SEND, ACE, BASE, Learning Mentors, SDP & HI) have worked closely with teaching staff to ensure resources and delivery of lessons is accessible for children of all abilities. Communication with pupils & parents has ensured the effective ongoing evolution of appropriate T&L methodology and strategies.

Leaders have a good understanding of the current picture with regards to the quality of online learning and student participation, and what needs to be done to maintain and improve current levels of student engagement.

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| | <p>Areas for Development / Next Steps</p> <p>Explore ways to engage the hard to reach students (5.4% weekly non attendance, 3% have not engaged since lockdown began).</p> |
| <p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p> | <p>Strengths</p> <p>We have communicated how remote learning will be delivered via letters and e-mails, and there is guidance on the website too. These messages are repeated in communication with home. Parents have open communication channels with school via the usual communication channels. School staff are phoning home for all students every two weeks, to check how they are doing and to identify any barriers going forward. Keyworkers of EHCP students not attending school and SEN Support students contact home at least once per week. The pastoral team contacts home where concerns are identified to help parents and students engage. Parents have been sent resources and tips for supporting their child's well-being during this period for remote learning, along with how to report any concerns. Parents have been sent information on how to request IT support from school if that becomes a barrier. A list of who to contact for various queries was sent to parents in Week 1. Two reception staff are on duty each day in school to deal with parental queries.</p> <p>Wellbeing newsletter has been sent to parents. Heads of Year communicate with their year groups through video assemblies each week.</p> <p>Governors have had a report on how remote learning is being delivered, and parent views have been shared with them.</p> <p>Effective remote video parents' evenings are in place. A successful trial has taken place and all year groups will have had a video parents' evening by mid-May. Feedback from parents and staff has been extremely positive.</p> <p>The Sixth Form Y11 application and interview process is currently underway and is being facilitated entirely online. Year 11 students and parents have been fully briefed about this process via email, letters and HoY assemblies. Google Meet interviews have been very well attended by students.</p> <p>Areas for Development / Next Steps</p> |

Parents' evenings set up and completed for all year groups by mid-May; T&L newsletter/web posts; half term letter to parents.

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

Strengths

KBK has an overview of any absences and associated impacts on the provision for online learning and the impact on others within Faculties and areas. Clear lines of communication are in place to allow staff to be aware of any issues and clear plans and time frames are in place to allow for the review of the situation.

Shared planning is in place across Faculties to ensure the burden of re-planning resources for online learning is not too heavy on individual staff. Staff have been trained on various approaches to help them manage the checking of work and the excess marking that could ensue following remote submissions. Clear training on various forms of feedback has ensured that teachers are aware that feedback to students is not just written: that in live in lesson feedback such as sharing answers, google forms, interactive whiteboards etc are all valid methods of ongoing assessment and feedback. This live and ongoing feedback reduces the burden of having to mark every written submission. Staff training is still going ahead online, but only in line with the directed hours set out in the calendar. Subject and faculty leaders QA the quality of planning and online delivery. SENDCo has completed a review of differentiation and online learning for SEN students and published numerous help guides to improve provision for students with SEN. This has been reinforced in staff briefings.

The Skeleton staffing for in school provision is regularly reviewed and where changes have had to be made these have been communicated with staff as well as the reasons for changes if appropriate to share. As a result of the poor weather we have set up a staffing contingency for in school provision using those staff who live within walking distance of school. Where these staff have been used this has then been factored into the staffing model to ensure that they are in school for the same amount of time as other staff.

The skeleton staffing has also taken account of those who are shielding and tasks have been allocated based on what staff can complete from home.

Clear guidance has been given to staff as to the expectations for remote learning when they are in school supervising the Key worker cohort.

Clear systems still in place for the tracking of any COVID isolation periods or positive cases. This is communicated clearly to staff via e-mail, as well as pertinent codes in Bromcom to allow all staff to know when illness is the reason for lack of attendance in a lesson. We track online attendance to ensure we have a full picture of active participation in lessons.

Areas for Development / Next Steps.

Continuing to monitor those who are shielding and to allow for a return as and when appropriate, linked to this putting anything in place to allow for a safe return to the non virtual workplace. Further adjustments and training in the light of the SEN review this week.

Remote education context and pupil engagement

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

School scores remote education context and pupil engagement as 4/5 because...

Home environment

The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.

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

- understanding their strengths and weaknesses to improve their learning
- how to learn from home

Strengths

The Chromebook scheme has been in place at WSSC for all Year Groups from 7-10 and has an excellent uptake. Added to this, many students have access to a device at home (desktop PC, Laptop, Chromebook). To supplement this a list was created in September of students who would require a device loaned to them in the event of a lockdown and the requirement to work remotely. Within the first two days of remote learning over 150 Chromebooks had been distributed and 15 4G dongles to allow internet access. Since then there have been a number of support requests which has increased the quantity of loaned devices to over 180. We have recently reminded parents via letter of the lines of communication if IT resources become a barrier.

The transition to remote learning has been a smooth one as WSSC has been a Google school for many years. Over these years there have been a number of training opportunities in the use of the Google products (Classroom, Slides, Sheets, Docs, Forms, etc). All students are taught to use the Google products in IT lessons and apply these skills in most subject areas. Years 8-11 are familiar with the remote learning methods from the previous years lockdown. Additionally the IT department spent a number of lessons in the first half term to teach the skills to Year which would be needed in the event of another lockdown.

Letters have been sent to parents to highlight the timings and requirements of students for attending and participating in online learning. All lessons are taught live using Google Meet, Google Classroom, etc and follow the timings of the 4 period school day. Currently 83% of periods have been attended by students since the beginning of lockdown. Only 5.6% of students attended no online lessons in the w/c 25th January, with 68.8% of students attending every lesson in the week, and 90.2% attending at least half their weekly live lessons. Year 11 attendance has improved considerably since the start of the

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| <p>· how to manage their time during periods of isolation</p> | <p>school closure. The attendance of SEND students is lower than that of their peers. Some students work offline or with their LSAs and are not marked as present in the live lesson data.</p> <p>Well-being suggestions have been shared with staff, students and parents regarding steps such as taking breaks, exercise and sleep patterns.</p> <p>Students receive feedback on their work in many forms to help them understand their progress in a number of forms such as google forms, voice notes, written comments, kahoots. Positive praise CFPs are sent home via the Bromcom app.</p> <p>Areas for Development / Next Steps</p> <p>Address recent slight dips in motivation in Years 9 and 10. Year teams and mentors to identify students for one to one meets or invitation into school for half days to “re-set”. SEND staff to continue to work in partnership with parents and students to find ways to encourage engagement and prevent learning loss.</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> | <p>Strengths</p> <p>See section above. In addition, pupils in school are supported to still engage with their usual teachers and classes via online learning. Chromebooks and headsets are provided, with staff available to support pupils with their individual work. This ensures that they are not left behind their peers who follow their usual curriculum with their teachers, and also ensures that they are equipped to engage with google applications for future needs. No student of whom we are aware is without an appropriate device.</p> <p>Areas for Development / Next Steps</p> <p>Continue to remind parents to contact school if there are emerging IT needs.</p> |

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| <p>Supporting children with additional needs</p> <p>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.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p> | <p>Strengths</p> <p>In-school support & provision is highly personalised & effectively utilises the strengths of an outstanding team, both teaching and non-teaching staff. Levels of engagement for the most challenging & vulnerable students working from home is regularly monitored; additional support online & in school where appropriate continues to effectively deal with emerging challenges and successfully remove barriers to learning.</p> <p>Teaching Assistants join live lessons, monitor work on shared google documents and use google hangouts to communicate and offer support to students throughout lessons. Students with keyworkers are monitored closely for engagement and attendance in live lessons, and keyworkers have regular dialogue with parents to ensure they understand how best to support and encourage their child with remote learning. Reasonable adjustments are made as and when appropriate to support students who are struggling: some lessons are recorded during live delivery or pre-recorded, to allow students to pause and watch back, or watch at another time; students who have coloured resources in school have been shown how to change their device screen colour; students who are weak readers have been encouraged to download the Voice to text, Screenreader and Read&write extensions in google to support with Literacy; teachers are using voice notes to support with reading of written text.</p> <p>Areas for Development / Next Steps</p> <p>A visual leaflet or video on accessing google classrooms, and what this looks like for students, may help more parents feel empowered with how this work is set and returned by students. This will also help in future years when it comes to homework setting.</p> |
| <p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p> | <p>Strengths</p> <p>Use of Bromcom to track student engagement in the lessons, through the use of Bs and Ns, these are then pulled into the digital trackers for key staff to monitor engagement and investigate any issues students may have. At the end of the week commencing 25th January, our overall attendance figure is 83%, but more importantly there is an upward trend in the year groups in terms of their attendance. For example, year 7's attendance for the first 3 weeks of remote learning are 84%, 87% and 88% respectively and strategies for the improvement are explained below.</p> <p>The Bromcom data is then incorporated into the WSSC Behaviour system which collates the data for student absences and CFCs generated for remote learning. This information is automatically populated in a tracker which highlights the students who are generating a concern regarding lack of engagement. Pastoral Teams and BASE use this data to contact home to identify issues and resolve problems regarding wellbeing or engagement.</p> |

Additionally two trackers have been developed to log the wellbeing of students whilst working from home. The first system is a whole school tracker which contains the students details including PP, SEN and LAC. Staff members make fortnightly phone calls home to students, parents or guardians to discuss wellbeing, engagement and identify any support needed. This information is then added to the tracker and is available to key staff in school SDP, HOY, SLT, Safeguarding, CS, etc. Key staff will then act on any issues raised and log this information in the system. Additionally should a concern be raised which needs resolving e.g. safeguarding then phone numbers and email addresses are provided.

The second tracker has been developed to log the wellbeing of vulnerable and keyworker students. This is similar to the Whole School Tracker, however it contains potentially more sensitive information plus a level of contact field which could state that a student requires daily, weekly, twice weekly or fortnightly contact with a keyworker. Should any problems arise or be logged this would then be dealt with by the appropriate departments in school. This tracker is then used to populate both the Vulnerable Pupil list for the LA, and the tracking sheet for the MAT.

Areas for Development / Next Steps

To send lesson attendance summary letters to parents to reinstate the importance of attending all their online lessons: targeted letters for persistent concerns.

Year 10 pastoral team home visits and short-term “reset” sessions in school.

Year 11: action plan agreed 4.2.21: implement one to one google meet reviews with senior staff for 24 students of concern; group support for identified students to share experiences and problems; targeted careers intervention from RMS, not just for those at risk of NEET, but also those not fully engaging in online learning; sixth form to contact those not engaging who have applied for WSSC sixth form.

SEND staff to continue to work in partnership with parents and students to find ways to encourage engagement and prevent learning loss.

DBN to send home a guide for parents on support online learning

Pupil digital skills and literacy

The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.

Strengths

All students have been taught in the use of remote learning software and hardware as detailed in the Home Environment and Supporting Children with Additional Needs sections of this report.

Keyworkers have contacted pupils with SEND with tips on using digital devices for learning, such as changing the colour of their screens for access arrangements for example. Staff have been trained on a range of resources to allow them to differentiate effectively for those with special educational needs as they work from home. Staff have been reminded of the range of approaches to reading texts for students, such as recording reading sources. The use of talk and comment notes has been shared with staff to have verbal explanations as part of their feedback to individual students.

Areas for Development / Next Steps

Year 6 training on google products.

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

School scores curriculum planning and delivery as 5 because...

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:

- 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

Key stages 3 and 4: 5 hours a day

Strengths

Pupils are receiving live lessons in the majority of cases with their usual teacher, with work provided as per their normal timetable in school amounting to 5 hours a day. Students are covering the full curriculum. Where live lessons are not possible (i.e if staff are ill) then staff utilise google classrooms with worksheets, video explanation and voice notes, with pupils returning work. This work is quality assured by Faculty Leaders and the SEND coordinator has assessed the quality of provision for pupils with additional needs. Use of shared planning and resources ensures a high standard of provision.

Practical PE is still being delivered in the form of live fitness lessons led by the PE teachers: classes such as boxercise, HiIT, dance, aerobics etc ensures plenty of variety, with the hope that introducing at home fitness activities, without the need of equipment, will impact positively on future habits.

Areas for Development / Next Steps

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| <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 similar but adapted or one that is completely different.</p> | <p>Strengths</p> <p>Given that the vast majority of lessons are live lessons, the school teaches the same curriculum it would were the children at school in most cases. Adaptations to the order and focus of the curriculum have been made where access to practical resources is a limiting factor, for example sewing machines, lathes etc. In these cases, the DT curriculum focuses more on the design, evaluation and theory element of the course. Drama and music have made similar adaptations to focus more on the theory element of the course during this period of remote learning. Break out rooms are being trialled to allow students to practice drama pieces. Practical PE lessons still continue in the form of live fitness lessons.</p> <p>Careers and WRL provision at all stages has been adapted and delivered through the SMART platform where appropriate, HOY assemblies/Google classrooms and PSHE lessons. A variety of resources have been including live virtual opportunities and video inputs. Resources and support from HEPPSY, SHU, Barclays Life Skills, Workwise Virtual WEX Academy, REED Virtual WEX, SCR Careers Hub, ASK, Local Educational and Business providers have been invaluable. A series of subject area based HE opportunities with virtual content to support study are planned starting in careers week (March 1st+).</p> <p>Careers and university input has continued for Y12 and Y13 students remotely, ensuring that they're best prepared for their next steps after sixth form ends. This support will continue throughout the Spring term.</p> <p>Areas for Development / Next Steps</p> <p>To ascertain changes needed to future planning where practical elements will need to be reintroduced once pupils are back in school. To consider whether there is a need to repeat health and safety messages where a prolonged period of absence from practical work.</p> |
| <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</p> | <p>Strengths</p> <p>The majority of lessons involve teachers delivering live lessons where they deliver the content and ensure pupils know what they need to achieve in their lesson to reach the lesson outcomes. Staff will then either leave pupils to complete their independent task and check back in with the pupils at the end of the lesson to review learning or staff will stay on the meet for the whole lesson to support pupils if they struggle during the independent section of the lesson. Any lessons that can not be taught live, staff will leave videos or voice overs and upload the work that needs to be completed onto the google classroom.</p> <p>All resources are tailored to be suitable for online learning. Google platforms are the preferred method of delivery as these were established with students and staff prior to remote learning. Google docs allow for scaffolds to be used with learners, as well as embedding voice notes for explanations and feedback. LSAs are added to the google meets and classrooms to support the pupils they work with and breakout rooms are used if they need to speak/support a small groups of students. QA</p> |

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| <p>(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> | <p>of SEND provision in January demonstrated that teachers are using the google platforms effectively to ensure lessons and work are accessible for pupils with SEND (see above section on Supporting Children with Additional Needs), and teachers are also still utilising best practice and pedagogy from face-to-face teaching such as use of visuals to support with understanding of concepts, effective questioning levelled appropriately to the needs of students, and scaffolding and chunking of tasks.</p> <p>With regard to Post 16 Applications in Y11 (6th form, FE, Apprenticeships...), support and guidance continues to be provided through contact directly with home and with students via Google classrooms and HOY assemblies. The school website and social media platforms (ReadytoworkWSSCRCS) are regularly updated with information about specific events and opportunities. This includes a gallery of Post 16 Education and Apprenticeship providers with links to video clips and application details. Tracking of each student's transition through the process is live and ongoing. Virtual 1-2-1 meetings are available on request with the school Careers advisor. 'At risk of NEETS' students have been identified and are being proactively being followed up.</p> <p>The Y6/7 Transition Process and the Y8/9,9/10 Options Process will also incorporate remote contact with parents and students but details for these are yet to be finalised at this time.</p> <p>Areas for Development / Next Steps</p> <p>Use the recent SEN review to further inform differentiation to allow students to access lessons.</p> |
| <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> | <p>Strengths</p> <p>Due to the majority of lessons being live lessons, pupils are receiving feedback on a daily basis. Teachers are using Q&A to provide feedback throughout the lessons or during the plenaries at the end. We have introduced new technology such as online whiteboards where pupils can show their answers or working without other pupils seeing, as well as the use of the chat box to check answers on google meet. Students are also uploading their work to their google classroom on a regular basis for review and marking. At the end of units staff are also using devices such as google forms or kahoots to gain more in depth feedback as would in school. End of Unit assessments and mock exams continue to be set; using a variety of formats: these are marked using GCSE mark-schemes where appropriate and graded using past paper boundaries. Pupils are engaged in self-evaluation and provided guidance on setting targets and next steps in learning.</p> <p>Areas for Development / Next Steps</p> <p>Looking at which areas of the curriculum has not been able to be assessed (EG practical) and ensure this is a priority when we return to school.</p> |

Capacity and capability

Schools support staff to deliver high-quality remote education.

School scores capacity and capability as 5 because...

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.

Strengths

SLT receives regular bulletins from the DFE regarding the guidance for online teaching. They have also undertaken research on effective practice through TES, Google for Education and Apple educators, as well as blogs and Twitter feeds from education leads. Best practice is disseminated in various forums: weekly staff briefings allow for regular updates and tips to be shared. Faculty meeting time has been put aside for exploring effective remote provision, and sharing of best practice, and tips continue to be shared in video and note form via e-mail for all staff to follow. Drop in sessions were put on for staff prior to the lockdown, for staff to get 1:1 support with setting up remote learning, and IT tech support remains in place on a daily basis to support staff with emerging needs. Ideas are shared between MAT schools.

Where technology access changes (for example, google meet being reduced to 100 participants; recording only available for 30 days) alternatives are researched (such as Windows G recording) and shared with staff in a timely fashion.

Areas for Development / Next Steps: keep provision under constant review through school systems already in place.

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| <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> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p> | <p>Strengths</p> <p>See above. Faculty Leaders & HODs are promoting and supporting the sharing of resources. Planning, creation and sharing of resources is shared effectively across all staff; utilising individual expertise, knowledge and skills. Faculty leader meetings provide a forum for the sharing of newly-discovered platforms or resources. Faculties work collaboratively across the school.</p> <p>A folder containing instructions for using a range of resources on google such as Read&Write, and with suggestions for approaching reading, modelling and feedback during remote teaching has been shared with all staff for them to use as appropriate for their subjects and the needs of the students they teach.</p> <p>Training and support in IT tools is ongoing and freely available to all staff.</p> <p>Areas for Development / Next Steps</p> <p>Continue to train staff on new and emerging technologies and useful apps.</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> | <p>Strengths</p> <p>The schools within the Trust have shared tips and tools for effective online teaching, and policies shared. Google for Education and TES has been a useful resource for researching top tips and helping develop skill sets of staff.</p> <p>Areas for Development / Next Steps</p> <p>A forum for sharing across faculties within the MAT and a regular agenda item on joint heads led by Directors where available.</p> |

Communication

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

School scores communication as 5 because...

Realistic expectations of pupils, parents and carers

Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.

Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).

Strengths

Planned, regularly reviewed, targeted and tiered approach ensures that level of support is appropriate for the requirements of individual students to ensure that levels of pupil engagement is maximised to ensure effective progress in learning. Communication and intervention is timely and effective and utilises a wide variety of staff; ensuring highly effective & personalized communication with parents/guardians.

All parents have been informed on the approach to remote learning via G Suite for Education as a platform. Parents informed that all children are following their normal timetable, and to log onto the google classroom and google meet for live lessons as per their timetable. Parents have clear lines of communication with access to individual teachers via e-mail, or to year teams for further support. Where concerns are identified, parents have been added to google classrooms so they can also monitor their child's work when needed, and follow up phone calls are made to ensure clarity of expectation. Online parent's evenings have also aided this communication channel, and these are ongoing.

Pastoral and safeguarding teams continue to work virtually with outside agencies (Early Help, CAMHS).

Year 6 transition plans underway.

Pupils have been trained on G suite apps such as creating google docs, slides and using the google classroom and google calendar to access Google Meets which allows them to complete and return work with ease. This training is ongoing, with teachers taking students through this online where issues arise. They are clear they are following their normal timetable which has removed any confusion of what they should be covering and when.

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| | <p>Areas for Development / Next Steps</p> <p>To prepare incoming Y6 for the use of Google Apps to ensure easy access to resources should the need to remote learn crop up again.</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> | <p>Strengths</p> <p>With the majority of lessons being live with their usual teachers, pupils interact with their teacher and each other most lessons, ensuring they maintain links with their peers and teachers on a daily basis. Online live PE lessons encourage this social engagement with each other in a way linked to fitness and well-being. ACE Space hold 'virtual lunches' to encourage students who access the ASC provision in school to socialise online with their peers and with the staff who usually support them in school. These have been very well attended and are a popular event.</p> <p>Disadvantaged and vulnerable pupils, and those with specific SEND needs are attending school on a regular basis, engaging with their peers and staff, and enjoying social time in between lessons.</p> <p>Assemblies with their year group are held, with rewards and praise shared. We still continue to have school focus weeks: for example, this week is well-being week for staff and students. Resources and tips shared with students and staff, incorporating activities and reminders into lessons. This is also shared and promoted via social media. School continues to promote and support pupil achievements via their social media channels (for example, publication of Y8 myths and legends writing work on the website and facebook). The school continues to celebrate positive work within the community. Lately, the use of a recorded message from community leaders to express their thanks to students for their environmental work allows students to be reminded of their good work in supporting the community. Teachers continue to award praise points for effort and achievements: these are shared with home via Bromcom to allow school to communicate positive praise with students and families.</p> <p>Virtual options events have happened/are planned. Virtual graduation event. Online interviews for careers and sixth form applications.</p> <p>Areas for Development / Next Steps</p> |

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| | <p>Early communication with parents re Y6 transition. Target students who have not applied for post 16 or are deemed at risk.</p> |
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Scoring

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

| 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. |

Safeguarding and Wellbeing

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

School scores capacity and capability as 5 sustain because there is clear evidence of safeguarding procedures in place and parents, students and staff have been informed regularly about how to safeguard themselves and their students and how to protect their wellbeing in these challenging times.

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.

Strengths

- All staff have been made aware of how to refer safeguarding concerns on to the safeguarding team with a covid safeguarding flow chart - this is underlined in regular staff briefings and communications.
- Safeguarding team on hand daily to deal with any disclosures.
- Home visits conducted where concerns remain
- Parents and students have been reminded in a half termly newsletter how to access the safeguarding team if needed
- LSAs and keyworker staff have received further training on spotting the signs when making welfare calls and scenarios using signs of safety.
- Regular welfare checks are in place for our most vulnerable students who are not accessing in school provision.
- All safeguarding students RAG rated weekly and sent to Rosis
- We continue to report to the MAT our contacts with vulnerable students on a daily basis

Areas for Development / Next Steps

Continue to keep staff up to date with any safeguarding changes, concerns or trends

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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> | <p>Strengths</p> <ul style="list-style-type: none"> ● Our covid safeguarding policy sets out expectations of teachers and support staff who are engaging with students online ● All staff have been reminded in regular briefing updates on potential dangers and how to keep themselves and students safe ● All staff have been reminded about how to report any concerns or worries about students and their safety online ● Staff take swift action to prevent inappropriate online behaviour <p>Areas for Development / Next Steps</p> <p>Continue to share resources with parents and students through the curriculum and the school website</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> | <p>Strengths</p> <ul style="list-style-type: none"> ● We have continued to have a wellbeing week every term for students and staff and regular information has gone home to parents on wellbeing ● All of our students will get a wellbeing welfare call by one of our staff and the feedback from these calls has been really positive from parents. ● Our students who have social,emotional and mental health concerns are tracked on our SEMH tracker and half termly meetings take place for each year group with the Head of Year, SDP support and safeguarding in order to review the provision in place and to see if it is working. ● All of our staff have been made aware of our wellbeing questionnaire that staff can complete with students if we are worried about their wellbeing. ● Our SEMH team then review these questionnaires to see what provision is needed. We work closely with 'with me in mind' and have weekly Mental Health Consultation meetings in order to discuss our most serious cases and to review the CAMHs provision in place for our students. ● Our school counsellor is continuing to see students via online meetings or phone calls and these are reviewed fortnightly to ensure that the appointments are well utilised. ● Our Heads of Year are ensuring that their assemblies have a wellbeing focus and they are keeping a close eye on their most in need students. ● The week of the 1st of February is Children's mental health week and our personal development team are working on resources to share with parents, staff and students . ● Regular staff check ins are in place to ensure that all staff feel supported with managing their workload and wellbeing in lockdown and Westfield Health resources have been shared with staff if they need it. ● Our year 11 parents have been offered a 'dealing with worries' workshop from with me in mind practitioners |

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| | <p>Areas for Development / Next Steps</p> <p>Continue to provide staff, students and parents with relevant resources</p> <p>Year 11 mental health parent workshop on the 10th Feb 6pm</p> |
| <p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p> | <p>Strengths</p> <ul style="list-style-type: none"> • All staff have been reminded about GDPR requirements and all staff know to report any GDPR concerns asap to the GDPR officer. • All confidential safeguarding communication is recorded on cpoms and access to the information is reviewed regularly • All new staff and ITTs trained in GDPR <p>Areas for Development / Next Steps</p> <p>Continue to remind staff of the importance of protecting our data through regular briefing updates</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> | <p>Strengths</p> <p>Remote learning CFCs (cause for concerns) have been created which can be generated should a student persistently fail to attend online lessons or fail to complete work which is set. This information is then exported out of Bromcom and added to the Behaviour Management System which collates the data and categorises it for the school year. This information is automatically flooded into a remote learning section which highlights the concerns to the Pastoral and Inclusion teams, who then contact students on an individual basis. Teachers are encouraged to deal with missing work and lack of attendance via contacting the pupil directly to offer support, and then the parent if that doesn't work. Pupils have been reminded of behaviour and expectations for online learning (such as appropriate dress, room, nothing inappropriate in the chat, respect of their peers etc). Staff operate the warn, then remove policy if poor behaviour leads to poor learning for the class. In these instances, there is removal for that lesson only, with the pupil contacted individually to complete their work. Fresh start for the following lesson is implemented, with any patterns of poor behaviour being dealt with by the year teams.</p> <p>Areas for Development / Next Steps</p> |

Potential actions and resources if score is 1 or 2

Leadership

The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes [short videos](#) developed by schools and colleges, and [guidance](#) on how to embed digital technology to support remote education.

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

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

Read the guidance on [actions for schools during the coronavirus outbreak](#) and refer [to Oak National Academy](#) for help to deliver a planned curriculum for all.

Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.

GOV.UK provides guidance to support schools to [publish information about their remote education provision on their websites](#) for parents.

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

GOV.UK provides the following guidance:

- [recording attendance in relation to coronavirus \(COVID-19\) during the 2020 to 2021 academic year](#)
- [actions for schools during the coronavirus outbreak](#)

[remote education good practice](#)

Remote Education and Pupil Engagement

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

Where pupils might lack digital access to support the school's remote education provision, schools should refer to the [get help with technology during coronavirus \(COVID-19\)](#) guidance for support on providing pupils with [laptops, tablets](#) and [internet](#).

The Education Endowment Foundation provides a [metacognition and self-regulation toolkit](#) on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.

Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on [how to set up a virtual classroom](#) and how to [embed technology into teaching practice](#).

Where pupils might lack digital access, schools should refer to the [get help with technology during coronavirus \(COVID-19\)](#) guidance for support on providing pupils with [laptops, tablets](#) and [internet](#).

The EdTech Demonstrator Programme has made [a range of SEND resources](#) available for schools and colleges, including webinars on how to support pupils with SEND.

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

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

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

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

Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.

Curriculum Planning and Delivery

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

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

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

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

GOV.UK provides:

- guidance on [accessing and buying resources for remote education](#)
- resources on remote education [good practice](#)
- guidance on [how to access and set up online digital platforms](#) to support delivery
- [Oak National Academy](#) provides resources and guidance on how to map resources to a school's existing curriculum.

[RNIB Bookshare](#), which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.

GOV.UK provides guidance on:

- assessing pupil progress and providing feedback in the [remote education good practice](#) guidance
- [assessments and exams](#)

The EdTech Demonstrator Programme provides [online training videos](#) for schools on effective assessment and feedback.

Capacity and Capability

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

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

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

The [EdTech Demonstrator Programme](#) provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on [how to use online platforms and resources](#), including for children with SEND.

[RNIB Bookshare](#), which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment.

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

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

- The [EdTech Demonstrator Programme](#) for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs
- [Maths hubs](#) to improve maths education
- [English hubs](#) to improve teaching of phonics, early language and reading in reception and year 1
- [Computing hubs](#) to improve the teaching of computing and increase participation in computer science

Communication

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

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

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

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

Safeguarding and Wellbeing

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

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

GOV.UK provides guidance on:

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

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

GOV.UK provides guidance to support schools:

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

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