Review of Remote Learning Offer – Hanging Heaton CE (VC) J&I School

Leadership

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

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. - Achieved

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. - Achieved

Communication

Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. - Achieved

Monitoring and evaluating

The school has systems in place to monitor the impact of remote education - Achieved. 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

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

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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.- Achieved

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
- how to manage their time during periods of isolation

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 by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable. - Achieved

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.- Achieved

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.- Achieved

Monitoring engagement

The school has systems for checking regularly whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern - Achieved

Pupil digital skills and literacy

The school supports pupils where necessary to use technology effectively - Achieved

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

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 - Achieved

Curriculum planning

The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.- Achieved

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.- Achieved

Curriculum delivery

The school has a system in place to support remote education, using curriculum-aligned, resources.- Achieved

Where remote education is taking place, it includes recorded teaching time and time given for pupils to complete tasks and assignments independently. - Achieved

The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.- Achieved

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.- Achieved

The school provides feedback on a daily basis - Achieved

Capacity and capability

Schools support staff to deliver high-quality remote education

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.- Achieved

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.-Achieved Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.- Achieved
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.-Achieved

Communication

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

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.-Achieved Pupils understand the expectations on how many hours they should be learning and how to participate in remote education-Achieved
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.-Achieved

Safeguarding and wellbeing

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

Ensuring safety
There are clear safeguarding protocols in place to ensure pupils are safe during remote education via CPOMs - Achieved
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. - Achieved

Wellbeing

Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. - Achieved

There are regular catch ups with pupils particularly for those that are most vulnerable. . - Achieved

Data management

The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). . - Achieved

Behaviour and attitude

There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.- Achieved

Self assessment of our provision – January 2021

- All parents who originally requested devices in case of self isolation receiving these on the day current lockdown started
- The majority of children accessing learning on a regular basis
- A remote learning package which offers the flexibility to access materials at a time which can fit around other demands placed upon our families
- Access to high quality instructional videos (either pre-recorded or recorded by school colleagues) that children can access and playback where needed to support their independent learning activities
- Continued emphasis on maintaining the planned curriculum
- Children in school using the same media and accessing the same feedback as those learning from home
- Strong interaction between teachers and children/parents with regards their learning and how to continue to make progress
- Timely and regular assessment and feedback from teaching staff
- Strengthened understanding of different interactive platforms for our families and staff team
- Really good engagement with our Friday zoom assemblies so the children can celebrate their successes and touch base with their classmates
- Regular telephone access, where requested, by parents who require support at home