

# Tower View Primary School Remote Education Review Document

January 21<sup>st</sup> 2021

This document aims to help school leaders and governors in the school to:

- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

Document Purpose:

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the schools' guidance and the COVID-19 guidance for FE providers.

## Scoring

The (D.f.E. based) scoring below provides the structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework.

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.

# Framework

## Leadership

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

## Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Remote education plan</b></p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>The school has an existing policy and plan in place that has altered only in its effectiveness since June 2020 lockdown. It is based on 2 IT communication systems: See Saw and Tapestry, that the school are regularly using with parents and pupils and that parents understand. It gives the access to quick communication, delivery of information and feedback, as well as utilizing video, image, text and sound mechanisms. It was agreed that to introduce a different method would not be effective or efficient and may lead to confusion of staff, parents and pupils.</p> <p>The expectation is that pupils log on daily, complete set tasks and upload completed work and additional work/activities. There is the back up for parents of a weekly paper copy being constantly available at school. The basis of the work is on our</p>	<p>Limited by length of videos.</p>	<p>4</p>	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools and colleges, and <a href="#">guidance</a> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to <a href="#">Cyber security in schools: questions for governors and trustees</a>.</p> <p>Read the guidance on <a href="#">actions for schools during the coronavirus</a></p>

	<p>existing curriculum, White Rose maths (and associated resources) and Reading regularly, alongside such engrained resources as TT Rockstars. We also expect a weekly Internet Safety lesson to occur.</p>		<p><a href="#">outbreak</a> and refer to <a href="#">Oak National Academy</a> for help to deliver a planned curriculum for all.</p>
<p><b>Communication</b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>All staff, Governor and parents are fully aware of the procedures that have remained consistent, to assist confidence in the community, across all types of lockdown. Work in school is replicated by working through set on-line work.</p>	<p>4</p>	<p>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.</p> <p>GOV.UK provides guidance to support schools to <a href="#">publish information about their remote education provision on their websites</a> for parents.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p>

<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>These are currently in an early stage of development:</p> <ol style="list-style-type: none"> <li>a. Staff inform senior leaders of poor engagers who then ring. SLT inform head of no change who will then visit.</li> <li>b. Safeguarding visits include non-engagers. (Weekly).</li> <li>c. Daily feedback and checks happen by each class teacher.</li> <li>d. Online ongoing in monitoring by system highlights actions.by pupils on site.</li> <li>e. Staff are expected to either work in school or complete work at home with See Saw / Tapestry; no two-year group teachers are in at same time, generally, but T.A. support teachers in workload. Whats App is main inter-staff communication technique to improve via context.</li> </ol>	<p>Sharing of weekly data to all staff. (General information shared weekly briefing but this needs improvement).</p>	<p>3</p>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></li> <li>• <a href="#">actions for schools during the coronavirus outbreak</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>

## 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.

### Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Home environment</b></p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p><b>The school is aware of the wide diversity of the catchment of the school including:</b></p> <p><b>Family size</b></p> <p><b>Family health</b></p> <p><b>Family educational background</b></p> <p><b>Family wealth and</b></p> <p><b>Family general engagement.</b></p> <p><b>We supply work and support daily.</b></p> <p><b>Phone support (8am to 4pm)</b></p> <p><b>Website:</b> <a href="http://www.Towerview.staffs.sch.uk">www.Towerview.staffs.sch.uk</a></p> <p><b>Twitter feed of crucial information</b></p> <p><b>Staff at gates and available to discuss face to face in safe distanced way.</b></p> <p><b>See Saw</b></p> <p><b>Tapestry</b></p> <p><b>IPAD loans</b></p> <p><b>Laptop loans</b></p>	<p><b>Minority of hard-to-engage pupils and EAL parents make communication difficult.</b></p>	<p><b>3</b></p>	<p>The EdTech Demonstrator Programme's <a href="#">remote education roadmap</a> supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

	<b>Home visits (regular)</b> <b>Daily Teacher feedback and messaging.</b> <b>Newsletter (Shutdown version).</b>			
<b>Laptops, tablets and internet access</b>  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.	<b>30 devise of 38 offered plus 3 laptops give to suitable pupils. 85 pupils in school. Paper copies of work available and video clips.</b>	<b>D.fE. devise yet to arrive (21.01.2021)</b>	<b>3</b>	Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <a href="#">how to set up a virtual classroom</a> and how to <a href="#">embed technology into teaching practice</a> .  Where pupils might lack digital access, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops</a> , <a href="#">tablets</a> and <a href="#">internet</a> .
<b>Supporting children with additional needs</b>  Children and young people with high needs, including	<b>Encouraged pupils to attend school,</b> <b>Weekly phone calls from SENCo.</b>		<b>3</b>	The EdTech Demonstrator Programme has made <a href="#">a range of SEND resources</a> available for schools and colleges, including

<p>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><b>Teacher support and differentiated work (videos).</b>  <b>LC in school</b>  <b>ECHP in school</b>  <b>Vulnerable either in school or on line supported.</b></p>			<p>webinars on how to support pupils with SEND.</p> <p>The guidance on <a href="#">actions for schools during the coronavirus outbreak</a> provides guidance on how schools should support <a href="#">pupils with SEND and vulnerable children</a>.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p><b>Monitoring engagement</b></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><b>See above for details of methods used daily and weekly.</b></p>		<p><b>3</b></p>	<p>Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance</a>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress</a>.</p>
<p><b>Pupil digital skills and literacy</b></p>	<p><b>See above for details</b></p>		<p><b>3</b></p>	<p>Where technology is used to support the school's remote</p>

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

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Minimum provision</b></p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<p><b>We expect 3 hours per day:</b></p> <p><b>Reading</b></p> <p><b>TT Rockstars</b></p> <p><b>English</b></p> <p><b>Maths (White rose based)</b></p> <p><b>P.E. (activity)</b></p> <p><b>Topic (curriculum related work)</b></p> <p><b>The topic is varied and often either very closed or open task to allow all children to access and not be dependent on resourcing that may not be available. The lack of immediate comparison between pupils is useful as there leads to a non-competitive task mentality. TT Rockstars gives groups the chance to be competitive.</b></p>		4	<p>Remote education expectations are highlighted in <a href="#">actions for schools during the coronavirus outbreak</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p>
<p><b>Curriculum planning</b></p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p>	<p><b>WE are continuing with the existing curriculum, adapted by teacher to context of online learning, available resources and home environment. The curriculum is based on creativity and thus is</b></p>	<p><b>Monitoring of curriculum coverage by SLT.</b></p> <p><b>D.T. and art...as this is often resource limited.</b></p>	3	<p>GOV.UK provides resources on remote education <a href="#">good practice</a> and <a href="#">how to adapt teaching practice</a> for remote education.</p> <p>The Education Endowment Foundation provides <a href="#">a support</a></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><b>continued accordingly. Maths is based on White rose and English on Book based skills.</b></p>			<p><a href="#">guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p>
<p><b>Curriculum delivery</b></p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p><b>We do not do live lessons as experience taught us that this was not accessed very often by more than ¼ of class. We utilize the app features to upload short instructional /inspirational video clips. This relates to new learning and existing learning, as well as sharing work. There is plenty of scope for independent learning. Links to online learning is highlighted.</b></p>	<p>See above M. &amp; E. of curriculum.</p>	<p>3</p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">accessing and buying resources for remote education</a></li> <li>• resources on remote education <a href="#">good practice</a></li> <li>• guidance on <a href="#">how to access and set up online digital platforms</a> to support delivery</li> <li>• <a href="#">Oak National Academy</a> provides resources and guidance on how to map resources to a school's existing curriculum.</li> </ul> <p><a href="#">RNIB Bookshare</a>, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for</p>

				schools - free for any pupil with dyslexia or visual impairments.
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<p><b>Assessment and feedback</b></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><b>Feedback is both daily and class or individually based. Children are expected to work through a series of lessons before progressing. Questions /quizzes are used to assess.</b></p>	<p><b>Consistency between cohorts in most digital areas is a gap because of confidence of staff involved ad their home situation/home workload.</b></p>	<p><b>3</b></p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">remote education good practice</a> guidance</li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> for schools on effective assessment and feedback.</p>
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## Capacity and capability

Schools support staff to deliver high-quality remote education.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Effective practice</b></p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p><b>This is effective in the current form as it is clear, understood by all partners, linear and consistent. It takes into consideration single parents, families and poorer educated parents so allowing people to access without being intimidated.</b></p>	<p><b>D.fE. lack of resources available at present time, despite promises and guarantees.</b></p>	<p>3-4</p>	<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p>
<p><b>Staff capability</b></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><b>Excellent, previous staff sessions have led to confidence in the app's ability to deliver and shared knowledge ensures any issues are resolved quickly.</b></p>		<p>4-5</p>	<p>The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <a href="#">how to use</a></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><a href="#">online platforms and resources</a>, including for children with SEND.</p> <p><a href="#">RNIB Bookshare</a>, 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 <a href="#">dyslexia or visual impairment</a>.</p> <p><a href="#">pdnet</a> provides free <a href="#">training events</a> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p><b>Strategic partnerships</b></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</p>	<p><b>Limited:</b></p> <p><b>Some initial practice to share but early stages. Not in Hub, but then told to do this and that either which “one size does not fit all”.</b></p>		<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EdTech Demonstrator Programme</a> for advice and guidance on remote education, including how to embed technology into</li> </ul>

<p>the <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>				<p>teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none"> <li>• <a href="#">Maths hubs</a> to improve maths education</li> <li>• <a href="#">English hubs</a> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <a href="#">Computing hubs</a> to improve the teaching of computing and increase participation in computer science</li> </ul>
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## Communication

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Realistic expectations of pupils, parents and carers</b></p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p><b>See above for details</b></p>		<p><b>4</b></p>	<p>Remote education expectations are highlighted in the <a href="#">actions for schools during the coronavirus outbreak</a></p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>The <a href="#">school workload reduction toolkit</a> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive</p>	<p><b>Not done</b></p>	<p><b>Area to be largely improved.</b></p>	<p><b>1</b></p>	

lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.				
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## Safeguarding and wellbeing

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Ensuring safety</b></p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p><b>See above:</b></p> <p><b>No online learning issues</b></p> <p><b>Safeguarding checks, phone calls and visits when concern is raised. My Concern used and lockdown procedures followed. CPD on pupils low mood, mental health and depression undertaken by all staff.</b></p>		4	<p>GOV.UK provides guidance on <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a>.</p> <p>Schools should also refer to statutory guidance for schools and colleges on <a href="#">safeguarding children</a>.</p>
<p><b>Online safety</b></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>n.a.</p> <p><b>Weekly lesson on online safety per bubbles.</b></p>		4	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">teaching online safety in schools</a></li> </ul>
<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential</p>	<p><b>See above and in-school training has occurred for staff. Regular online catch-ups occur to a variable degree.</b></p>	<p><b>Parental support accessing is more of an ongoing issue.</b></p>	4	<p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education</a>.</p>

<p>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><b>Data management</b></p> <p>The school has appropriate data management systems in place, which comply with the General Data Protection Regulation (GDPR).</p>	<p><b>In place</b></p>			<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>• with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>• to be <a href="#">cyber secure</a></li> </ul>
<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p><b>Not needed, as we do not undertake live lessons.</b></p>			<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>

