



English Martyrs' Catholic Primary School

Remote Learning Review

January 2021

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

Approach	Strengths	Next steps	Potential actions and resources
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.	• Remote Learning Policy and plan published on Website and shared to parents, Governors and all staff • Instant feedback from Rainbow Pods if Remote Learning activities not working • Parents giving feedback daily via email to Teachers • Whole curriculum offer continues • Practical approaches continue for EYFS ~ practical activities alongside Video Modelling • Non-negotiables set and shared amongst staff of what should be provided and how • High expectations for all, staff and pupils, set and agreed amongst staff and shared with stakeholders • Ongoing review. Weekly review by Remote Learning Leads, SLT and all staff based on feedback from pupils and parents • SEND & EYFS children, providing a practical activity • All children provided with tools needed for remote learning either digital or hardcopies including stationary packs	• Record changes and share	To help develop your remote education plan: We use Purple Mash as our primary base for hosting all remote learning materials School website also offers support and links to Purple Mash and Class Email addresses can be found here TT Rock Stars and My Maths supplement learning and have links on Purple Mash and School Website All Purple Mash, TT Rock Stars and My Maths content is password protected with individual pupil, parent and staff logins Where appropriate, external providers, which are quality assured by the Remote Learning Leads, are used by staff. For example: BBC Bitesize, BBC Online Library, Oak Academy

Approach	Strengths	Potential actions and resources
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	• Policy is shared on website and via text link to all parents • Policy shared with Governors, staff • Letters to home via text link and published on website informing of arrangements, changes and structure • Texts to update with parents • Engagement with all stakeholders	School Website has specific links for Remote Learning/Lockdown/Covid 19 information
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	• Staff workload is managed through the provision of time each morning (whole mornings) for teaching staff to pre-record videos for modelling and explanation for lessons the following day and also to upload the day's lessons; time also given in the mornings to plan and prepare future sessions • All teaching staff given time every afternoon to mark work, either online or for paper copies, or via email, for all pieces of work, following school Feedback and Marking Policy for depth feedback and marking • Teaching staff given option to work from home if they need to • Support staff working with the Rainbow Pods of Vulnerable and Critical Worker children, work on a rota basis 3/5 days a week. Time given to them to liaise with teaching staff • Sickness and absence managed and monitored by HT through SIMS and daily registers • Teaching staff know via 2Dos on Purple Mash if chn accessing the work and if not they are contacted by phone; Covid-19 Check ins • Trends and patterns of working will be monitored by individual class teachers and disseminated to SLT	We record daily attendance in school using school based registers which are used to support the DfE daily registers Children who should be in school, but are absent are contacted by phone by the HT by 10am

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.

Approach	Strengths	Potential actions and resources
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 • how to manage their time during periods of isolation	• Use of Paper packs with annotations • Guides for use with mobile phones and how to upload via email shared with parents • Parenting tips for positive remote learning on website, reinforced on weekly newsletter and during check-in calls by SLT and Class Teachers, ELSA Team • Home expectations shared • As far as possible in school, classes have kept to normal routines. For example 1 Maths and 1 English session a day, following the plan pupils would ordinarily have followed	School have sourced additional WIFI bundles for all FSM children School have provided and can provide Data packages for all children Additional digital devices ordered and distributed to families, both DfE provided, school devices and those bought specifically by school
Laptops, tablets and internet access Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.	• Paper based & practical activities EYFS & SEND to complete tasks if required, however all pupils asked to use the online modelling videos on Purple Mash delivered by their class teachers • Through the use of 2Dos, staff are aware of how children are coping with tasks set, what works and does not work and adapting as necessary, maintaining AfL • All content is set by class teachers, videos used for modelling are all bespoke to school with staff preparing them • Parents invited to collect paper based packs from school or HT/Staff home deliver observing social distancing • Additional data sourced via Network providers for 3 families and 57 BT WIFI codes sourced for disadvantaged and others who need them	

Approach	Strengths	Potential actions and resources
Supporting children with additional needs Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education. This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.	• Differentiation for all classes, tailoring to meet individual needs • Use of PIVATs for SEND children and PSED PIVATs for those with SEMH needs so that their individual needs are met • Bespoke tailoring of curriculum to align with online and remote learning whilst still maintaining the teaching of key skills and objectives • Ensuring parents understand requirements • Working with families and adapting as required, information ascertained through regular check-in calls by SLT and Class Staff • SEND provision is linked to child's IEP and targets and is monitored by SENDCo • Paper based packs provided for children for whom recording using technology would be a hinderance to their learning and not a positive	We take guidance as a school for those with SEND from LCC SEND Team as well as individual Education Psychologist reports as appropriate
Monitoring engagement 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.	• Class staff monitor completion of work through Purple Mash 2Dos, work returned via email and the returning of paper packs • If work is missing or not completed, a check in call is made by class staff, if the issue persists, SLT and HT check in with family with Home Visits to model and demonstrate how to complete if necessary, or to help support other family needs and issues	Check in calls by AHowarth & SLT in addition to class staff calls and ELSA calls Home visits made by SLT/ELSA Team
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.	• Teachers have been modelling and using Purple Mash since September as discussed and decided upon at the INSET day in September, should partial school closures happen again. Purple Mash has also been used for homework tasks to ensure pupils and parents are all very familiar with the platform. • Modelled and practised and now building upon knowledge and feedback from multiple bubble closures and Blended Learning in Autumn Term 2020, staff using Purple Mash as a platform to teach from • Meet individual needs by using class staff knowledge, AfL and IEPs • Use everything can find to engage! Staff are resourceful in finding alternative solutions and media to gain an end result, adapting plans accordingly • School are using what children know. New concepts and uses of technology are modelled via class teacher videos and voice overs on Purple Mash and guides are shared • Staff going extra mile • A high expectation of children's and staff's proficiency of tech in daily use school already existed so this is being built upon • Staff supporting staff • Sharing best practice & dissemination of Apps etc as a staff team • Staff model 'How to...' access elements of remote learning for parents either through telephone consultation, talking through step by step or through socially distanced home visits and parents visiting school (both observing Covid Secure and Safe Practice and guidelines)	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

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable)

Approach	Strengths	Next Steps	Potential actions and resources
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	- All staff plan for at least minimum amount - Use of the Rainbow Pods to act as a benchmark		Curriculum for English Martyrs' followed and supplemented by additional schemes of work as resources as needed Use of LCC English & Maths Planning
Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.	- We are continuing to deliver our broad and balanced curriculum offer remotely through flexibility, adaptability and creativity of all staff for example using different techniques to apply drawing skills using a graphics package online; using the time out of school to research specific artists - By adapting to and maintaining high expectations and appropriateness, our offer is broad		
Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	- Staff use pre-recorded sessions of themselves modelling and explaining learning and concepts - Plan to have F2F meetings - Purple Mash is known by staff, parents, children, is easy to access and use from each stakeholders' position	No Face 2 Face engagement at present: plans in place when DfE Microsoft Teams is in place	DfE Microsoft Teams applied for and awaiting installation
Assessment and feedback The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	Daily feedback: - Staff use 2Do; Comments written in feedback box and use digital pen to annotate; use PM email system to give and return feedback and next steps etc - In line with F&M Policy - Use of verbal feedback using voice recordings - Use of Screen Castify and audio on PPT to model, explain and pre-teach - Staff using contrasting colours to mark on screen work examples, using mini graphics tablets and electronic pens to write whilst modelling school handwriting policy		Staff follow school Feedback & Marking Policy and maintain equal high standards ensuring they mark for a purpose

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Potential actions and resources
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.	Digital Leads share guidance with all staff	Additional support, either CPD or resources, provided as reasonable
Staff capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	- Planned CPD at start of academic year to pre-empt and support future remote learning - Online CPD - Culture of staff disseminating knowledge - Sharing each other's skills - Supporting each other - How to guides - Staff have time each week, PPA, to research new resources and recommended resources, sharing good practice as standard	Staff have tech availability which has been supplemented with additional resources such as electronic pens to ensure clear modelling of writing and number formation whilst making writing by hand on screen easier for staff
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.	- School to school support - County DigiTech participation - Sharing of ideas/resources/knowledge with Corpus Catholic Cluster	AHowarth regularly feeds back and supports colleagues together with Digital Leads in school

Communication

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

Approach	• Strengths	Next Steps	Potential actions and resources
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).	• See above		Expectations shared with parents and children by class staff and reiterated by HT (AHowarth) in check in phone calls and on weekly newsletters
School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	• Sharing of assemblies • Waiting for school based individual unique pupil emails from Microsoft for safeguarding before having Live Weekly Assemblies to be streamed via TEAMS • Weekly Newsletters shared on website, Social Media platforms, links shared to all parents and staff via text links • Weekly Challenges set by AHowarth for all children, parents emailing in to AH	• Waiting for school based emails for safeguarding before having Live Weekly Assemblies	Maintaining 'normal' school week by having Live Assemblies between Pods in school and sharing via school website and social media platforms Weekly newsletter Regular texts home from AHowarth

Safeguarding and wellbeing

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

Approach	Strengths	Next Steps	Potential actions and resources
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.	- School have shared new Acceptable use agreements with all families - Timely and frequent text links sent to parents by HT signposting to online safety area of website - Agreement of Protocols for Video Conferencing written by HT and will be shared as appropriate - Building upon the foundations of a school culture of being safe online and how to report - Embedded in PSHE RHSE - Embedded in Safeguarding policies		Use of Acceptable Use Agreements shared in paper form at start of year Links to school website Online Safety guidance regularly sent
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.	Agreement of Protocols for Video Conferencing written by HT and will be shared as appropriate, to all staff, families and pupils, requesting digital signatures		Timely reminders to children by staff as part of videos
Wellbeing Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	- Class Teams check in with children 1 x week, speaking to families and also children - HT/SLT have structure of check ins dependent on vulnerability: 3 x weekly, 2 x weekly, 1 x weekly - All check ins are recorded on CPOMS as Covid -Check in	When Teams in place, plan to have 2 x F2F sessions a week with class staff and chn	Protocols and Acceptable use Policy and Agreement in place and written and to be shared with all stakeholders as appropriate
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	- GDPR agreement with Purple Mash available for all parents on Purple Mash site - Complies with requirements		GDPR statements available for all online providers and available for parents
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	See above - School BfL policy reflects remote learning - School have an expectation of pupils to be dressed appropriately and up for the start of the school day, ready for remote learning. - Expectations shared via Home School Agreements for acceptable use and in updated Home School Agreements (shared via school website and link text to parents)		Shared ethos and understanding which underpins all online learning

