Review of Remote Learning Provision at Temple Grove Academy

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

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	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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,	Remote Plan in place and on website This has been shared with staff, governors and parents/carers Plan has scenarios for school being open for various bubble openings	N/A	5	N/A

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. EEF recommendations followed.			
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Remote Plan has been shared with all Governors, staff parents/carers	N/A	5	N/A
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	SLT have access to all class platforms to monitor provision. Staff well-being taken into consideration, i.e.: not live lessons as majority of teachers are working in school on a rota. Teaching partners supporting teachers with remote learning planning and feedback.	Supporting staff in organising time and prioritising so that systems of uploading work and feeding back are not arduous.	5	N/A

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	School buys into a counselling service to support staff if and when necessary. SC (welfare officer) is mental health first aider. Weekly staff CPD: welfare check in.			

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	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Home environment The school is aware of the learning environment in the home and works with parents and families to understand and	Teachers have weekly conversations with parents; teachers and TPs have regular correspondence with parents via the DOJO platform; SLT discuss regularly pupils who are not accessing remote	Final review of those pupils not accessing remote learning at SLT (w/b 18.01.2021) to formalise alternative provisions.	4	N/A

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	learning and find alternative provisions (laptops/paper copies of work). Staff do not place over ambitious expectations upon parents and pupils which would thus cause additional levels of stress. Curriculum is specifically designed to be rich and diverse; e.g. forest school, PE etc. Staff aware of policies linking to raising safeguarding concerns.			
Laptops, tablets and internet access Where digital approaches are used, leaders are aware of any limitations to access to	See remote offer. Audit of pupils without devices carried out; vulnerable pupils in school; laptops	N/A	5	N/A

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.	distributed based on highest priority criteria; SEN pupils receiving personally tailored work. All 25 allocated laptops distributed.			
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	SENCO supports with separate planning for SEND pupils and has regular contact with parents of SEND children, as does welfare officer. Provision of inclusive education.	Class teachers to develop more general differentiation for their respective classes.	5	N/A

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.	Staff trained in supporting children with carrying need. TP providing remote additional support to children with significant need.			
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.	SLT monitor, discuss and action on a weekly basis. Tracking of attendance. Live registrations. Weekly safeguarding meetings. Weekly staff catch-up sessions every Tuesday.	N/A	5	N/A

| 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.	SLT have access to all class DOJO platform to correspond with parents as necessary and where teachers are unable to support.	N/A	5	N/A

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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Minimum provision

School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range | SLT have set the expectation as guided by minimum provision expectation and monitor accordingly. | N/A | 5 | N/A |

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	All pupils participate in at least 1 English, 1 maths and 1 other lesson a day.			
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	SLT have supported school staff to outline curriculum expectations and guide them to relevant resources to support implementation.	N/A	5	N/A

one that is completely different.				
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 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	As above. As live lessons not currently an expectation, Oak Academy is being used, as is White Rose for math's guidance/videos. Live registrations 3x per week.	N/A	5	N/A

pupils, including those with SEND.				
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.	School has provision in place to ensure all learning is responded to daily within school hours. At least one member of staff from each year is online every day to answer questions, mark and feedback to learning. Whole class feedback is given during live registration sessions where appropriate. PPMs still timetabled.	N/A	5	N/A

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2

Effective practice Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.	All guidance regularly communicated to wider staff via email and weekly 'Teams' meetings. Guidance from EEF is read and followed. Head teacher forums used as a platform to share best practise.	N/A	5	N/A
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.	Any new initiative/resource is communicated to staff and training/support is offered. IPads loaned to staff if needed.	N/A	4	N/A

Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.				
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.	Head teacher and DHT groups to share best practise.	N/A	4	N/A

Communication

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Realistic expectations of pupils, parents and carers Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website. 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).	Teacher regularly outline the day/week to parents and pupils on the DOJO feed. Expectations placed upon parents are clear, those being do as much as you can and the school is here to support where needed. Live registrations to support with expectations and structuring of days. Newsletters sent weekly.	N/A	5	N/A

| 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. | Live registrations so class can see one another and speak together.

DOJO platform allows for children to comments and communicate about work.

Live teaching not deemed the most effective tool to support our pupils.

Assemblies. | N/A | 5 | N/A |
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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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.	All communicated via Parent Mail. Staff understand protocols. Welfare checks. Weekly safeguarding meetings. Contact records sheets. Staff training in using My Concern.	N/A	5	N/A

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.	Protocol/policy written ready for live sessions. Units within school PSHE programme. Internet Safety session planned in.	Share expectations for live lessons/meetings with staff; share protocol.	4	N/A
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.	Weekly staff meetings with focus on well-being/celebration. School still focused on achieving the objectives within criteria for achieving the Well-Being Award. Well-being newsletter.	N/A	5	N/A

	SLT proactively conscious of staff work load. Regular calls/correspondence with pupils. Live registrations. Forest school and well-being activities offered remotely.			
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	All effective: use of SIMs and My Concern.	N/A	5	N/A
Behaviour and attitude	Written within protocol/policy.	N/A	5	N/A

There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	See revised behaviour policies.			