

# Remote Education Review Framework – Stratford St Mary Primary 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.

## 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.	<b>Practices and systems are in place with minor gaps.</b>	Practices and systems are fully embedded, and there are examples of best practice.
<b>Approach</b>	<b>Strengths</b>	<b>Gaps</b>	<b>Score (1 to 5)</b>	<b>Potential actions and resources if score is 1 or 2</b>
<b><u>Remote Education Plan</u></b>				
There is a plan in place for remote education with senior leaders with overarching responsibility for the quality and delivery of remote	During the first lockdown, we set up Google Classroom – this is being used as our online platform. This is also a	The implementation is always evolving – staff	5	Though our provision is secure it will never be perfect but our reflective

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<p>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>really effective communication tool for both children and adults.</p> <p>The work provided meets the standards that are expected.</p> <p>There are clear examples of differentiation being offered and children with SEND are either in school or are being catered for – this is monitored by the SENCO.</p>	<p>are continually adapting and improving what they are offering. They are reflective practitioners and this is reflected in what is offered.</p> <p>For example, assemblies, &amp; PE videos.</p>		<p>practitioners are always improving on the offer.</p>
<b><u>Communication</u></b>				
Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	<p>Very clear. The policy is on the website as is the document from the DFE informing parents on what they can expect. Regular updates on remote learning are sent to parents.</p> <p>This includes safeguarding, online safety and mental health resources.</p>	What has been implemented this time is an improvement on what was offered in the spring and summer of 2020	5	Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining

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		<p>and we have effectively built on what we are doing. There are more pre-recorded videos and staff are offering videos explaining the work that is carried out.</p> <p>The letters are sent out via ParentMail and are on the website.</p>		<p>regular communication and providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information <u>about their remote education provision on their websites for parents</u>.</p> <p>The Education Endowment Foundation has provided a <u>guide for schools</u> on how to communicate with</p>

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				parents during COVID-19.
<b>Monitoring and Evaluating</b>				
<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>Staff have received emails which state what the requirements are and have agreed that these are not excessive. While staff get used to these new demands the weekly staff meeting and CPD programme has been shelved for January to allow them to manage these timescales as there are now more pupils in school than before.</p> <p>Staff have access to pupil phone numbers and are monitoring who is not engaging in learning and calling parents. SLT will follow up where necessary. .</p>	<p>At present we are 5 in the third full week and things are progressing successfully.</p> <p>The Office is recording attendance in line with the guidance from DFE.</p>		<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <u>recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u></li> <li>• <u>full opening for schools: school workforce</u></li> <li>• <u>remote education good practice</u></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.

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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>The children at Stratford St Mary Primary School come from a variety of backgrounds. Some children have access to excellent broadband and have their own dedicated hardware. Others will have lower offer broadband and will have to share devices with siblings.</p> <p>There are no children with child protection arrangements.</p> <p>Parent are full aware of Google Classroom and will contact the office / school if they are struggling.</p>	<p>There are some parents who are difficult to reach. However, if we do not hear from a child after two days a classteacher will contact the family.</p> <p>If parents are struggling and the children are deemed vulnerable the school will offer part or full time school places.</p>	<p>5</p>	<p>The EdTech Demonstrator Programme's <u>remote education roadmap</u> 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 <u>Get help with technology during coronavirus (COVID-19)</u> guidance for support on providing pupils with <u>laptops, tablets and internet</u>.</p> <p>The Education Endowment Foundation provides a <u>metacognition and self-regulation toolkit</u> on how schools can support pupils to plan, monitor, and evaluate</p>

				specific aspects of their learning.
<p><b>Laptops, tablets and internet access</b></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>Teachers are all conversant with using Google Classroom.</p> <p>All parents whose children are defined as vulnerable and all those who are in receipt of FSM are either in school or monitored by the class teacher / HT.</p> <p>We have ordered devices, but are awaiting their arrival. We have leant some of the school's own laptops.</p> <p>Where there are printing issues worksheets are printed in school for parents to collect.</p>	At present none are identified.	5	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <u>how to set up a virtual classroom</u> and how to <u>embed technology into teaching practice</u>.</p> <p>Where pupils might lack digital access, schools should refer to the <u>get help with technology during coronavirus (COVID-19)</u> guidance for support on providing pupils with <u>laptops, tablets and internet</u>.</p>
<p><b>Supporting children with additional needs</b></p> <p>Children and young people with high needs, including</p>	Where a child fits this category they have been contacted and invited into school. Where the parent has said they want the child to remain at home we have	No gaps have been identified at present.	5	The EdTech Demonstrator Programme has made <u>a range of SEND resources</u> available for schools and colleges, including webinars

<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>ensured that extra contact is in place to ensure that appropriate support is in place.</p>			<p>on how to support pupils with SEND.</p> <p>The guidance for full opening f provides guidance on how schools should support <u>pupils with SEND and vulnerable children</u>.</p> <p><u>Oak National Academy provides resources for teachers to support children with additional needs</u>.</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>Due to the number of children in school and in recognition of parental working patterns, parents are contacted if no work is received after two days. This is a telephone conversation to ensure that all is well.</p>	<p>No issues to date.</p>	<p>5</p>	<p>Advice on how schools should monitor engagement is highlighted in the <u>remote education expectations guidance</u>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <u>sharing advice and top tips on ways to monitor and evaluate progress</u>.</p>



<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Laptops have been supplied to 4 parents who did not have suitable resources for their children to use.</p>	<p>NA</p>	<p>5</p>	<p>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.</p>
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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>From the beginning of this lockdown this expectation was given to the teachers and they are following this.</p>	<p>N/A</p>	<p>5</p>	<p>Remote education expectations are highlighted in <u>the guidance for full opening</u>.</p> <p>GOV.UK has brought together <u>school-led webinars</u> 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>This could include a remote curriculum that is identical to the one taught in class, one that is</p>	<p>Not all new learning can be successfully delivered during remote teaching – where this is the case adaptations have been made to the planning.</p> <p>What is taught in the class room is the same which is offered to home learners.</p>	<p>NA</p>	<p>5</p>	<p>GOV.UK provides resources on remote education <u>good practice</u> and <u>how to adapt teaching practice</u> for remote education.</p> <p>The Education Endowment Foundation provides <u>a support guide for schools</u> designed to help teachers</p>

<p>similar but adapted or one that is completely different.</p>				<p>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 as 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>Google Classroom allows us to deliver pre-recorded videos successfully to children. If a child has an issue individual videos can be made or comments left on Google Classroom to support.</p>	<p>No gaps</p>	<p>5</p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <u>accessing and buying resources for remote education</u></li> <li>• resources on remote education <u>good practice</u></li> <li>• guidance on <u>how to access and set up online digital platforms</u> to support delivery</li> <li>• <u>Oak National Academy</u> provides resources and guidance on how to map resources to a school's existing curriculum.</li> </ul> <p><u>RNIB Bookshare</u>, 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</p>

<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>Feedback is offered using Google Classroom/Tapestry and this is given for one piece of work per lesson.</p>	<p>NA</p>	<p>5</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <u>Remote education good practice guidance</u></li> <li>• <u>assessments and exams</u></li> </ul> <p>The EdTech Demonstrator Programme provides <u>online training videos</u> 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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<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>Staff receive weekly emails which give them access to any new materials that come into the school.</p> <p>Free trials from websites have been utilised and resources from well known suppliers – White Rose and Power of Reading are being embedded into remote learning successfully.</p> <p>Staff are encouraged to plan jointly and to share expertise.</p>	N/A	5	<p>The Education Endowment Foundation provides <u>a support guide for schools</u> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <u>good practice guide</u> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <u>how to use online platforms and resources</u>, 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)</p>	<p>Staff have access to White Rose, Google Classroom, Classroom Secrets, Twinkl and a number of other online resources during normal school to support them and</p>	NA	5	<p>The <u>EdTech Demonstrator Programme</u> provides advice, guidance and practical support for teachers on how to deliver good remote</p>

<p>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>these resources have been adapted for use remotely.</p> <p>Use of Oak Academy and BBC Bitesize is encouraged.</p> <p>Where a particular staff has some expertise they have been invited to share it with other colleague e.g. SENCO</p>			<p>education. This includes guidance on <u>how to use online platforms and resources</u>, including for children with SEND.</p> <p><u>RNIB Bookshare</u>, 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 pupil with a <u>print disability</u>.</p> <p><u>pdnet</u> provides free <u>training events</u> 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,</p>	<p>The school operates as part of the East Bergholt High School cluster and staff have benefited from leaders sharing expertise etc.</p>	<p>NA</p>	<p>3</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 <u>EdTech Demonstrator</u></li> </ul>



<p>including via established school-to-school support networks like the <u>EdTech Demonstrator Programme</u> and curriculum hubs.</p>	<p>At the teacher level this is less in place and needs working on. However, programmes like SLIN have been suspended so developing these networks is more difficult.</p>			<p><u>Programme for advice and guidance on remote education, including</u> how to embed technology into teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none"> <li>• <u>Maths hubs</u> to improve maths education</li> <li>• <u>English hubs</u> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <u>Computing hubs</u> 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>All of this is in place. Teachers share planning to add greater clarity and time expectations for activities have also been set.</p> <p>This is reinforced on daily introductory videos.</p> <p>The school uses Google Classroom, Tapestry and Parentmail as communication platforms.</p>	NA	5	<p>Remote education expectations are highlighted in the <u>guidance for full opening</u>.</p> <p>GOV.UK has brought together <u>school-led webinars</u> to share best practice in setting up remote education.</p> <p>The <u>school workload reduction toolkit</u> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <u>guide for schools</u> on how to communicate with parents during 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>Assemblies are scheduled each day and there are videos for story time, including a 'guest' story</p>	NA	4	

lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	teller'. There are also PE video uploads.			
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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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<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>Amendment to the safeguarding policy has been placed on line for parents to see – this has been sent home. .</p> <p>The school will not participate in live learning which means safeguarding difficulties are minimised.</p>	NA	5	<p>GOV.UK provides guidance on <u>Safeguarding and remote education during coronavirus (COVID-19)</u></p> <p>Schools should also refer to <u>statutory guidance for schools and colleges on safeguarding children.</u></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>	N/A	N/A	N/A	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <u>Safeguarding and remote education during coronavirus (COVID-19)</u></li> <li>• <u>Teaching online safety in schools</u></li> </ul>

<p><b>Wellbeing</b></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>The school is reliant on the alert system that has been put in place – ie if a child does not respond to work the parents are contacted.</p> <p>For the FSM children hampers are provided and these are either picked up by the parent or delivered. This ensures regular contact is had with these pupils and their parents.</p> <p>Staff have all begun an enhanced PSHE package in the Autumn term of 2020 and are therefore well versed on spotting issues in this way.</p>	<p>As a school we need to do some work looking at mental health well-being – however in the present climate it is not possible to access this in an appropriate way.</p>	<p>3</p>	<p>GOV.UK provides advice on supporting pupil <u>wellbeing during remote education</u>.</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>Yes</p>	<p>N/A</p>	<p>5</p>	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>• with <u>data protection activity</u>, including compliance with GDPR</li> <li>• to be <u>cyber secure</u></li> </ul>

<b>Behaviour and attitude</b> There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	We are not engaging in live lessons so this is not an issue. If something is posted on google Classroom that is inappropriate it is dealt with immediately.	N/A	5	GOV.UK provides guidance on <u>behaviour expectations</u> in schools.
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