Wren's Nest Primary School

Remote Learning
Self Evaluation Form

January 2021

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.
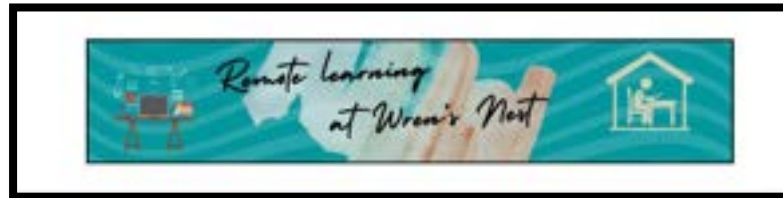
Scoring

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.

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, 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.	• The leadership team has an in depth understanding of the local community and its needs, including any barriers to the effectiveness of remote education. • **As a school, Wren's Nest has deliberately chosen not to ask children to participate in synchronous sessions. This is due to a historic knowledge and sensitivity around safeguarding all children (see SLT case studies) in addition to the knowledge school holds regarding the lack of device/internet/printer accessibility as well as additional educational resources in the home.** • Leadership is strong due to the dedicated focus upon remote education during the COVID 19 pandemic. • The Online Learning Leader has been in post since Sept 2020 supported by AHT, DHT and HT, including other SLT members. • High expectations for all learners through online lessons. • This is delivered through tailored teaching related to both teaching sets and SEND groups. • Lessons follow a consistent approach: similar to a normal school day and in the online offer. • Teachers are using up-to-date medium-term planning to plan a sequence of lessons that would be similar to that provided in the classroom setting. • This approach aids progression in children's learning whilst at home. • The aim is to provide a varied and stimulating curriculum that reflects aspects of the one provided in school. • The aim of school during the remote education offer, which has been agreed by the full Governing Body, is for children to 'keep up not catch up'. A great focus has been placed upon consolidating previous learning prior to moving onto new skills being taught.	• Continue to develop opportunities for the wider curriculum.	4	To help develop your remote education plan: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education. GOV.UK has brought together school-led webinars to share best practice in setting up remote education. For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees. Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.

| **Communication**

Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. | All stakeholders are kept informed of progress with online Learning offer.

The website is responsive to national and local changes, including that of the local community.

Communication has taken place in the following forms:

• The school website has been the key source to access home education and all relevant information. It is user friendly for the whole-school community and is updated daily (evidence – JR email, LA recommendation to DfE – exemplary practice 21.1.2021).

• Home Learning packs were explained face-to-face to parents and carers in October 2020 parents' evening. This included individual children's log on details as well as all resources children would need to successfully access remote learning in the home.

• Built on existing positive relationships with school staff: doorstep visits, admin team supportive regarding devices and FSM, SLT and LMs on the drive twice daily, parents recognise that school's open-door policy continues.

• ParentHub has been used in conjunction with the website to communicate key messages and updates with both staff and local community.

• Twice daily MS Teams calls with staff to set out expectations and monitor staff well-being.

• Weekly HT MS Teams call with all teachers to set out expectations and monitor staff well-being.

• WhatsApp groups in place for phases to support staff.

• Teachers have received continual CPD to support them with the remote online offer.

• Tech support available for staff in developing lessons from SB/LH and PL.

• Tech support available for parents and children to successfully access remote learning from the admin team, teachers and SLT. | | **5** | 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.

GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.

The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19). |

- For all stakeholders Wren's Nest has created 'A guide to remote education and online learning' which is published on the school website. This has been shared with Staff and Governors, as well as the school community.

- Weekly HT videos and newsletters to maintain contact with the whole school community.

- Weekly phone calls from CT to make regular contact with children, give constructive feedback regarding children's progress in their learning and monitor their well-being.
- Ensuring CT come into school to make phone calls allows them to 'touch base' with PL, pick up children's work that has been posted and support their own well-being.
- Fortnightly phone calls from PL to parents to:
  o Maintain close links.
  o Monitor any wider support needed by the family e.g. foodbank, case study (MS Year 2).
  o Feedback on child's online attendance
  o Support with allocation of devices and technical support i.e. WiFi cards (Vodafone/BT)
  o Support with FSM vouchers for vulnerable families.

	- Continuation of 'normal' ethos of Wren's Nest e.g. foodbank vouchers, financial advice and support, behaviour management support in the home. **Parental Feedback:** **"You just treat us all the same. You treat us like a family."** **(CH – Mum of RW)** **"I couldn't have done it without you" (MS Mum of child in Y2).** **"Thank you again from both myself and Cara for your continual support with Ethan's schooling. It is greatly appreciated." (TL – Dad of Reception child).** - Governor meetings have continued as planned via a virtual platform – MS Teams. - Chair of Governors has been kept up-to-date with frequent developments regarding COVID-19 partial closure of schools e.g. Chairs Actions, HT emails and phone calls. - Regular HT emails at least weekly to staff, including governors, to support well-being and communication. 			

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
	• *understanding the impact on staff workload and how to mitigate against it*
	  o Focus of Teacher's time is Home Learning.
	  o Structured timings for the day allow teachers to plan their time effectively, including twice daily MS Teams meetings with PL. MS Teams meetings allow interaction between colleagues and sharing good practice and ideas i.e. Post box – SB.
	  o Online Learning non-negotiables sheet created with staff in December 2020 after school closure in Autumn 2020.
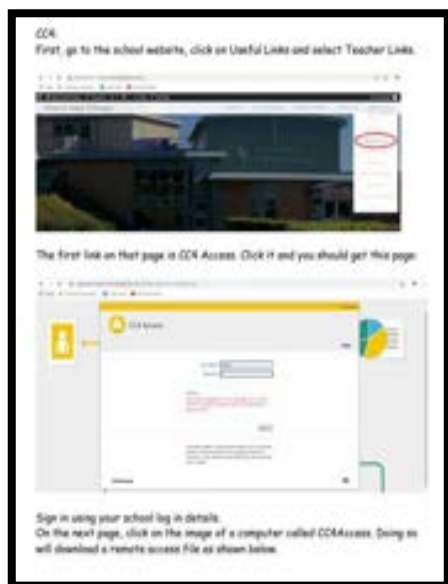	
	  o How to guides created to support staff i.e. how to send a group email to the children, how to use CC4, how to access Google Drive, how to do a 'We Transfer'.
			5	GOV.UK provides the following guidance:
				
				• [recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](#)
				• [actions for schools during the coronavirus outbreak](#)
				• [remote education good practice](#)

	o PowerPoint training for Teachers and Support Staff. o Teacher's directed working day is reduced to 9am-2pm o Additional tasks are required from 2-3pm i.e. behaviour meetings, SEND plans, phone calls, emails to children. o Staff Meetings time given to meet needs due to COVID-19. o Dedicated section on the website for staff meetings and training, so that, even if WFH/shielding, teachers can access what has been discussed. Wren's Nest Primary Protected: Staff Meetings and Training o Choice to work from home to suit individual needs. o Regular check-ins from SLT o Phone calls to children are staggered throughout the week to ensure that staff in school are kept to a minimum, staff are safe and remain COVID secure. o Systems have been put in place to allow teachers to be able to quickly assess children's learning and give constructive feedback. o Open communication with staff on how to improve current provision. • *staffing changes* o Staff rota implemented to reduce the impact of 'bubble' closures and ensures school can continue to offer provision to KW and vulnerable children. o Staff rota also ensures ratios are adhered to whilst maintaining a COVID secure environment, reducing the number of staff in the building.			
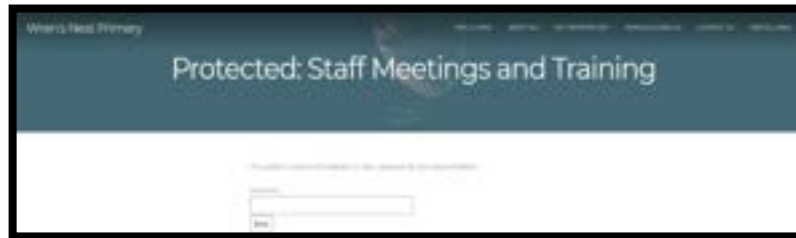
- Morning briefings ensure staff have regular updates.
- Staffing plan and register is shared daily.
- Rota is emailed out to key staff on a Friday to allow ample preparation time.
- Fluidity in teaching approach for children in school through communication through teaching teams on alternate weeks.
- Rota provides staff with positive well-being opportunities.
- Staff in school follow online learning set by the teacher to allow consistency and equality for all. This also reduces their workload.

- *having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts*
  - Online Learning register informs which children are regularly accessing remote education in the home.

Please ensure you complete the online register each day when you access your lessons – you only need to do it once per day

Click the image below to complete it - you will need to input your name, the date and select which year group you are in.

Online Learning Register

- School quickly responds to attendance data to ensure all children are engaging in remote learning and are safeguarded – calls to home, door steps visit.

- A graduated response is implemented to manage absence in relation to online learning i.e. absence pathway → register → CT → PL → KA and attendance officer → SP. - Responsive to staff sickness and well-being – excellent relationships with PL for early notification of this to allow for effective planning process in school. - Flexibility in the school rota. Teamwork within phase to cover sickness absence in providing online education (RD/MR; RB/MJ).			

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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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.

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 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	• Excellent understanding of the local community. • Strong relationships with families within school. • Key roles in school to support families, which gives knowledge of what families need. • Historic knowledge of our family's needs and backgrounds. • Work to combat deprivation indicator. • Good links with outside agencies. • Platform used to meet specific needs of school community e.g. YouTube can be accessed on a mobile phone- parents only device in the home. 	• Continue to develop support for parental knowledge in how to effectively support children to learn e.g. copies of Inspire sessions and parent workshops on website.	5	The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment. Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet. The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor,

	- Laptops and internet given to families in need. - Home learning packs provided to give children access to resources they need for remote learning in the home e.g. counters bought and delivered to allow multiplication to be taught in Year 2. - To ensure learning is not lost, the initial focus of remote education was to consolidate previous learning. Overtime these skills have been built on and new learning introduced- scaffolded learning for children - The structure and format of lessons allows children to take brain breaks during a lesson as well as creating independence in learning - similar to in school e.g. pause button. 			and evaluate specific aspects of their learning.
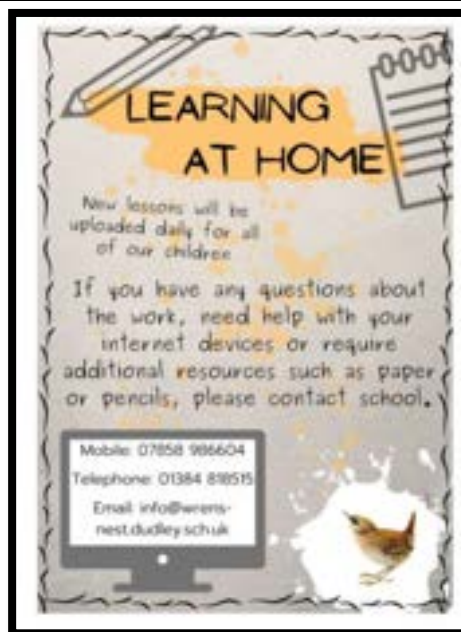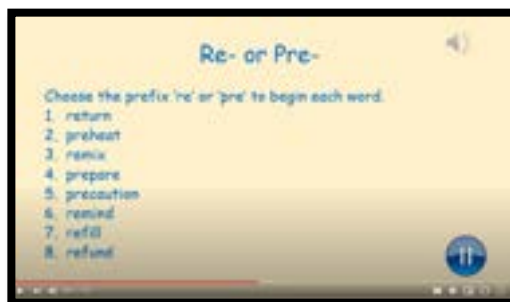
- School developed a graduated approach to an Online Learning wider curriculum, this was so that families and children were not overwhelmed by key changes in education during the national lockdown 2021.

Week 1:

Week 2:

Week 3:

- This was supported by age related timetables for each year group, highlighting when to take a break. This is in line with current government guidelines.

- "How to" guides have been developed to support tasks and support children accessing remote education in a variety of ways e.g. using games consoles to access remote education.
- Places in school - in addition to keyworker and vulnerable children, school have encouraged children to attend that have wider home life issues that are currently acting as a barrier to remote education e.g. **LL & JL** mental health.
- Where appropriate and to support medical and SEND needs, paperwork packs have been provided.

- Website is fully accessible and easy to use.

Click on the Home Learning icon to access all of our year group pages

- A variety of ways of communicating has been offered, including a non-technical based method of sharing work e.g. post box (encouraging a daily walk to aid well-being).

	• Packs, reading materials and learning resources have been provided as required, to supplement Online Learning. • Teachers knowledge of the children and differentiated sets have continued throughout remote education offer. • Extracurricular activities offered online have been tailored to the knowledge of the needs and accessibility to resources in the family home. • Fortnightly PL phone calls. (see call logs) – to support engagement in remote education in the home (parental support and well as monitoring parental well-being) • Weekly CT phone calls. (see call logs) – to support children in their learning and monitor well-being			

| **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. | • Platform used to meet specific needs of school community which has minimised limitations to access e.g. YouTube can be accessed on a mobile phone - most parents only have one device in the home.

• Pre-recorded lessons were adopted ahead of live lessons to allow children with multiple siblings to access learning as and when possible, due to family circumstances.

Laptops, tablets, IPads, Vodafone sim cards, BT connections and dongles given to families in need (see data analysis re impact of devices).

• Home learning packs provided to give children access to resources they need for remote learning in the home e.g. counters bought and delivered to allow multiplication to be taught in Year 2. | | **5** | Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.

Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet. |

	• Places in school - in addition to keyworker and vulnerable children, school have encouraged children to attend that have wider home life issues that are currently acting as a barrier to remote education e.g. **LL & JL** mental health. • Where appropriate and to support medical and SEND needs, paperwork packs have been provided. • Website is fully accessible and easy to use. • School has ensured the need for offline provision has been minimised through careful distribution of devices and a tailored approach to teaching children with individual needs. • Paper copy of passwords provided to enable children to access online platform in the home. If lost, school office has supported family in providing additional copy.			
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.	• All vulnerable children and children with SEND were offered places in school during the period of national lockdown. • Teachers knowledge of the children and differentiated sets have continued throughout remote education offer. This included SEND sets, nurture group, SEMH provision and complex learning needs provision e.g. Rainbow Room. • Adapted timetables to meet individual and complex needs. 		**5**	The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND. The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support

	• All lessons have a personalised learning approach that is familiar to the child to maximise engagement e.g. child's set class teacher, use of Makaton and Widgit within the website to support a communication friendly approach within the Early Years. Widgit: Makaton: • Dyslexia friendly tool available on website to aid children's learning. 		pupils with SEND and vulnerable children. Oak National Academy provides resources for teachers to support children with additional needs.

	- Continuation of external agencies visiting school to assess children and their additional needs e.g. Educational Psychologist, Play Therapist, SALT, Learning Support Service, Occupation Therapist. - Specialist Early Years providing remote learning via MS Teams to specific children. - The school website is being developed to be fully compatible with screen readers for those who are visually impaired. - Staff are able to implement CPD acquired during first lockdown into lessons e.g. Makaton, Get Moving! Precision Teach training. - Where appropriate and to support medical and SEND needs, paperwork packs have been provided. - See attendance data analysis regarding engagement of children with SEND. - Visual timetables for all learners. - Provided physical resources for children to help them with their learning e.g. Phonics cards, links to visual aids in all lessons, suggested resources that are readily available in the family home, pencil grips, and squeezy scissors.		

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.	• Daily online register (see data analysis). • YouTube views and device usage. (see data analysis) • Fortnightly PL phone calls. (see call logs) • Weekly CT phone calls. (see call logs) • Emails to CT. • Open door policy continued in relation to school ethos. • Post box for children to share their work. • School mobile- WhatsApp • Support from attendance officer, lifelong learning manager and family support worker. • Parent's voice and feedback. • Child's voice and feedback. • Calls/doorstep visits to address persistent and sporadic attendance online. • Use of Google Forms to capture children's feedback and understanding. 	To continually develop weekly quizzes (assessment of learning) to inform children's engagement and next steps for learning, including feedback to parents.	4	Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance. EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.
Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education,	• All lessons have a personalised learning approach that is familiar to the child to maximise engagement e.g. child's set class teacher, use of Makaton and Widgit within the website to support a communication friendly approach within the Early Years. • Dyslexia friendly tool available on website to aid children's learning.		5	Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to

including assistive technologies for pupils with SEND.	- The school website is being developed to be fully compatible with screen readers for those who are visually impaired. - Staff are able to implement CPD acquired during first lockdown into lessons e.g. Makaton, Get Moving! Precision Teach training. - Paper copy of passwords provided to enable children to access online platform in the home. If lost, school office has supported family in providing additional copy. "How to" guides have been developed to support tasks and support children accessing remote education in a variety of ways e.g. using games consoles to access remote education.			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 children and children of critical workers) and others at home and has the relevant resources in place to deliver the curriculum remotely.

Scoring

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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.

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 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	• The remote learning document published on the website (in line with government expectations from the 25th January 2021) clearly sets out the amount of time children should spend learning at home. • The structure and format of lessons reflects age related. expectations upon learning and mirrors those in school. • A suggested daily plan for each group sequences a range of lessons over the day. • This was supported by age related timetables for each year group, highlighting when to take a break. This is in line with current government guidelines. 	Continue to develop opportunities for the wider curriculum - with a particular focus on Music and RE.	4	Remote education expectations are highlighted in actions for schools during the coronavirus outbreak. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

- The remote curriculum offer has been responsive to both government guidance and needs of our children by expanding our offer from core subjects to a wider curriculum (over a two-week period).

Week 1:

Week 2:

	- This graduated approach also supported the well-being of staff, children and families to adapt to the new life of remote education in the home. - **AS/SB** have taken part in school led webinars to share best practice (27th January 2021). - The remote learning offer is consistent for those working in school and for those working remotely. - Curriculum activities offered online have been tailored to the knowledge of the needs and accessibility to resources in the family home.			
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.	- Lessons are unique to Wren's Nest, based on our knowledge of the children. - On occasions this is supported by platforms such as PurpleMash, TT Rock Stars and White Rose. - Lessons follow a consistent approach: similar to a normal school day and in the online offer. - Teachers are using up-to-date medium-term planning to plan a sequence of lessons that would be similar to that provided in the classroom setting.		**5**	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education. The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.

- Medium term planning is constantly reviewed, evaluated and adapted in response to the children's needs (see 'Development of Curriculum' document).

e.g.

- This approach aids progression in children's learning whilst at home.
- The aim is to provide a varied and stimulating curriculum that reflects aspects of the one provided in school.
- Each group has its own tailored curriculum to meet the needs of the children within the group.

	• Curriculum activities offered online have been tailored to the knowledge of the needs and accessibility to resources in the family home e.g. counters delivered to the home. • The aim of school is 'keep up not catch up' through the online offer. A great focus has been placed upon consolidating previous learning. This approach has been adopted by the Governing Body on 26th January 2021 for this period of partial school closure. • Dedicated OLL and AHT who have a focus on both remote learning and curriculum development, as well as SLT.			
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 pupils, including those with SEND.	• Established platform for recorded lessons for delivering remote education including OLL/SLT. • Platform of recorded lessons was chosen, so access to remote learning was as simple as possible and easy for families to engage with, all hosted within the school website. • Due to school's knowledge of device usage (70% mobile phones), the decision was made that recorded lessons hosted by YouTube would be the most accessible option for all children (see device usage data). • Consistent evidence throughout online lessons such as directions to use the pause button allow children to learn at their own pace and time given for children to complete tasks independently e.g. pause button, challenge task. ![Advertising Features worksheet and Challenge slide]		5	GOV.UK provides: guidance on accessing and buying resources for remote education resources on remote education good practice guidance on how to access and set up online digital platforms to support delivery

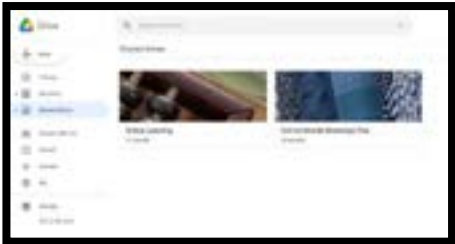|		
	• Differentiated resource packs were prepared and provided for families in preparation for and in case of additional lockdown periods to support Online Learning. These have been replenished upon request. These packs include: pencils, pencil sharpener, coloured pencils, rubber, ruler, protractor, glue stick, scissors, selection of paper. • All lessons have a personalised learning approach that is familiar to the child to maximise engagement e.g. child's set class teacher, use of Makaton and Widgit within the website to support a communication friendly approach within the Early Years. • Dyslexia friendly tool available on website to aid children's learning. • The school website is being developed to be fully compatible with screen readers for those who are visually impaired. • Where appropriate and to support medical and SEND needs, paperwork packs have been provided. • Visual timetables for all learners.	Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. RNIB Bookshare, 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.

Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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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.	• HT and SLT stay up to date with current guidance and information to inform remote education. • SB/AS attended webinar – 17th January 2021 • SP part of LA remote teaching and learning working group – inform practice and set good practice models for others. • Good practice publisher in LA document to share with others 'Revolution.' • Part of groups to support the source of information – Forums etc. • How to guides created to support staff i.e. how to send a group email to the children, how to use CC4, how to access Google Drive, how to do a 'We Transfer'. 	• To encourage use of a wider range of resources to support online teaching across the curriculum.	4	The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. GOV.UK provides a good practice guide to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.

	• Staff INSET for additional support in uses of technology- e.g. Canva.		
	• Set up Google Drive as an additional storage network to aid file transfer.		
	• PowerPoint training for Teachers and Support Staff prior to remote teaching January 2021.		
	• Up to date information is regularly disseminated to staff.		
	• Weekly HT check ins and twice daily PL check ins with Teachers.		
	• HT weekly call with local authority regarding remote education.		
	• Daily briefing for staff working in school.		
	• SLT briefing every day.		
	• Online support available for staff.		
	• Online resources purchased to support staff in remote teaching.		
	• SLT tech support offered daily - **MW** email to offer conversion, **HS** conversion, **SB/LH** trouble shooting.		
	• PL support with file storage – uploading docs to shared area if necessary.		
	• Links to support Maths teaching given to Teachers for CPD - DfE, NCETM.		

Staff capability			5	The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with SEND.
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.	• Expectations upon staff have been realistic and timely, mirroring the progressive approach to our online education offer. This has meant staff have not been overwhelmed with the vast development of technological pedagogy and have been closely supported at each developmental stage and continues to be sustained and iterative. • Upgrade of staff devices and software to deliver remote education. • How to guides created to support staff i.e. how to send a group email to the children, how to use CC4, how to access Google Drive, how to do a 'We Transfer'. • SLT tech support offered daily- MW email to offer conversion, HS conversion, SB/LH trouble shooting. • Staff have been offered dongles for internet support in the home. • Staff are able to implement CPD acquired during first lockdown into lessons e.g. Makaton, Get Moving! Precision Teach training. • Sets are clearly differentiated including the operation of SEND sets to allow individual children's needs to be met. • SLT have responded to the gaps in teacher's technological knowledge e.g. Google Forms - webinar from SLT. • After three weeks of online education, lessons provided continue to be of a high quality. This is based upon our reflective approach as practitioners. • Online lesson monitoring continues to develop the quality of teaching and learning- week commencing 1st February 2021. • New initiatives are supported by exemplars and models of good practice.			RNIB Bookshare, 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 dyslexia or visual impairment. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.

Strategic partnerships			5	
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 has an effective partnership with RM to provide Online education remotely. • Wren's Nest is part of a Teaching and Learning Group within the Local Authority, with an emphasis on post COVID recovery. • Partnerships with Learning Support Service, Specialist Early Years' Service, Educational Psychology Service, offering remote learning to children with SEN. • Wren's Nest is part of the steering group for Remote Education within the Local Authority, supporting and offering ideas for best practice. • The Wren's Nest remote learning offer has been recognised by the Local Authority and nominated as a good practice model to the DfE - see email from **JK** • School is working closely with the National English Hub as well as the Central Maths Hub to continually improve teaching and learning in these core subjects (even if remotely). • Links with School Science Advisor (University of Worcester – Nadine Burfoot) and School Games Organiser (Dudley) to share good practice and ideas. • Working alongside consultants from RML Phonics and Literacy and Language to continue to improve good			There are several school-to-school support networks which you can make use of, including**:** • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs • Maths hubs to improve maths education • English hubs to improve teaching of phonics, early language and reading in reception and year 1 • Computing hubs to improve the teaching of computing and

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	quality teaching of Phonics, early reading and reading across school.			increase participation in computer science
	• Weekly HT calls with North Dudley Learning Partnership to share good practice. • Through a governor link, good practice has been shared with local primary school - website model. • Links to DfE and other educational providers - webinars.			

Communication

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

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.

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).	• Guide to remote education as suggested by the DfE is published online and is published prominently online to parents. • Weekly HT videos and newsletters to maintain contact with the whole school community. • Weekly phone calls from CT to make regular contact with children, give constructive feedback regarding children's progress in their learning and monitor their well-being. • Ensuring CT come into school to make phone calls allows them to 'touch base' with PL, pick up children's work that has been posted and support their own well-being.		5	Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

- Fortnightly phone calls from PL to parents to:
  - Maintain close links.
  - Monitor any wider support needed by the family e.g. foodbank, case study (MS Year 2).
  - Feedback on child's online attendance
  - Support with allocation of devices and technical support i.e. WiFi cards (Vodafone/BT)
  - Support with FSM vouchers for vulnerable families.
- Website is easy to navigate and important information is always prominent and accessible to parents to provide them with the support they need to provide education in the home.

- This is supported by age related timetables for each year group, highlighting when to take a break. This is in line with current government guidelines.
- How to guides and tutorial videos have been developed to support tasks and support children accessing remote education in a variety of ways e.g. using games consoles to access remote education.

This short video will show you how to access your school emails so you can communicate easily with your teachers and share your fantastic learning
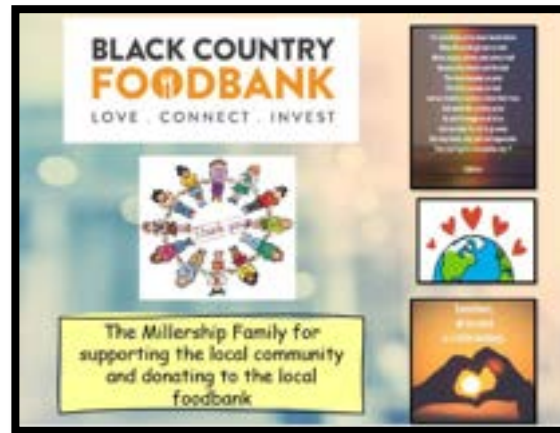
- A variety of ways of communicating has been offered, including a non-technical based method of sharing work e.g. post box (encouraging a daily walk to aid well-being).

- Where appropriate and to support medical and SEND needs, paperwork packs have been provided.
- Online Learning register informs which children are regularly accessing remote education in the home. School has a clear expectation upon children and their families that remote education and attendance was just as important as in school attendance- reward for 97%+ attendance when children return to school.

	• Phase leader phone calls to all parents explaining the introduction of the online register and its expectations. Please ensure you complete the online register each day when you access your lessons - you only need to do it once per day Click the image below to complete it - you will need to input your name, the date and select which year group you are in. *Online Learning* **Register** • Platform used for remote education does not require parents/children to have vast technical knowledge in a range of computer software/hardware - easy to access and use - YouTube videos.			
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.	• **As a school, Wren's Nest has deliberately chosen not to ask children to participate in synchronous sessions. This is due to a historic knowledge and sensitivity around safeguarding all children (see SLT case studies).** • Weekly HT videos to maintain positive relationships with parents and the local community, to share new initiatives and to celebrate and promote success from our online learning offer. • Children have been encouraged to share videos saying "Hello" to their friends during the period of school closure. These have been shared on the website. • Staff have produced videos to maintain contact with all children across the whole school. • Phone calls from CT, PL, family support worker and attendance officer to maintain positive relationships while school is not fully open.	****Our score is based on non-synchronous sessions****	**5**	

- Support for the local community is celebrated and promoted through the website- food bank vouchers, parents donating to foodbank (**Millership** family), gas/electric vouchers, school equipment (**Skidmore** family).

BLACK COUNTRY FOODBANK
LOVE . CONNECT . INVEST

The Millership Family for supporting the local community and donating to the local foodbank

- Parental Feedback:

  "You just treat us all the same. You treat us like a family." (CH – Mum of RW)

  "I couldn't have done it without you" (MS Mum of child in Y2).

  "Thank you again from both myself and Cara for your continual support with Ethan's schooling. It is greatly appreciated." (TL – Dad of Reception child).

- All vulnerable children and children with SEND were offered places in school during the period of national lockdown (see register analysis).

- Online attendance analysis shows high engagement levels from SEND and vulnerable children.

- School has maintained its open-door ethos during the period of partial school closure - family support worker, admin team, SLT.

- Built on pre-existing excellent relationships with the local community and have continued to develop a good community spirit.

This slide is at end of each communication to the school community.

- Lines of communication have encouraged the maintenance of excellent community links - post box on the drive to come back to school to maintain a link and a sense of belonging.

Safeguarding and wellbeing

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

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.

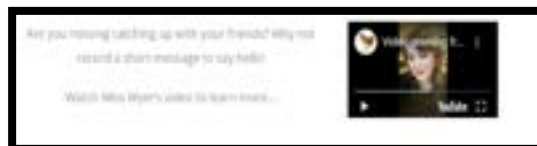| Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.	• **As a school, Wren's Nest has deliberately chosen not to ask children to participate in synchronous sessions. This is due to a historic knowledge and sensitivity around safeguarding all children (see SLT case studies).** • Appropriate and updated guidance in safeguarding children (Addendum to KCSIE) is easily accessible assessable on the website. • YouTube platform for online sessions is a 'made for kids' channel and therefore does not have comment facility enabled to prevent any unnecessary and unwanted content to be posted, this safeguards the whole school community. • Links with family support officer and 4 DSL's to raise concerns. • Weekly CT phone calls, fortnightly SLT phone calls. • Online attendance register has been monitored and family support worker, Life-Long Learning manager and attendance officer have followed up persistence absences - phone calls, doorstep checks. • Report abuse' (internet safety) button is prominent on the school website - CEOP.			GOV.UK provides guidance on [safeguarding and remote education during coronavirus (COVID-19)](#). Schools should also refer to statutory guidance for schools and colleges on [safeguarding children](#).

Online safety			5	GOV.UK provides guidance on:
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.	• **As a school, Wren's Nest has deliberately chosen not to ask children to participate in synchronous sessions. This is due to a historic knowledge and sensitivity around safeguarding all children (see SLT case studies).** • YouTube platform for online sessions is a 'made for kids' channel and therefore does not have comment facility enabled to prevent any unnecessary and unwanted content to be posted, this safeguards the whole school community. • All of the allocated devices sent home for remote learning are monitored through RM via E-Safe software and any inappropriate use is reported to school immediately. • Before devices have been allocated to children, they have been processed (**LH**) to remove all pre-existing data. • All videos are age appropriate and are created specifically for the use of our children and therefore contain relevant, suitable and educational content. • Our website only contains links to recognise educational websites. • There is a dedicated e-safety page on the school website. • Prior to lockdown January 2021, children have received e-safety lessons, promoting online safety. • E-safety week will continue to be recognised by in - school videos that will be available to view via the website.			[safeguarding and remote education during coronavirus (COVID-19)](#) [teaching online safety in schools](#)

Wellbeing			5	GOV.UK provides advice on supporting pupil [wellbeing during remote education]().
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 'Well-being Wednesday' videos (RG) Children are aware of how to find well-being resources through the school website. • Celebrating Children's Mental Health Week: • Dedicated well-being section on the school website to promote positive well-being for children and their families. 			

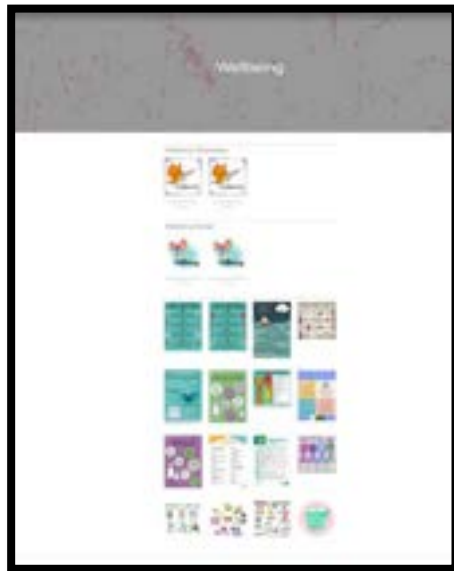|				
	• HT has delivered pre-recorded 'Well-being assemblies' and read a range of stories to support mental health and well-being ('A Strong Mind'). These are available on the school website. • Weekly CT phone calls, fortnightly SLT phone calls. • CT emails to maintain contact with children. • Vulnerable children have been identified to attend school to aid their well-being and support their individual needs. • Children have been encouraged to share videos saying "Hello" to their friends during the period of school closure. These have been shared on the website. • Staff have produced videos to maintain contact with all children across the whole school. • Phone calls from CT, PL, family support worker and attendance officer to maintain positive relationships while school is not fully open. • If contact has not been successful, family support worker, Life-Long Learning manager and attendance officer have followed this up with a door stop check.			

	• Sense of belonging is continued through HT videos and story especially written for Wren's Nest children. • Emotions sessions are provided to support children's emotional well- being. 			
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	• The school's website is fully GDPR compliant and cyber secure. • The SLT have completed GDPR training to create greater awareness of being compliant. • **EP** has delivered face-to-face GDPR training to all staff prior to lockdown. • Only children's first names are published on the website, children are never identified by their full names. • Permission is sourced from parents regarding YouTube, images (including photographs) and website usage. • There are seven, distinct and up to date GDPR related policies available on the school website. • Staff delivering online education are GDPR aware. • Images and videos that are sent in by children (with parental consent), are end-to-end encrypted through school WhatsApp and a secure school mobile phone.	• All staff to complete up-to-date GDPR module.	4	GOV.UK provides guidance to support schools: with data protection activity, including compliance with GDPR to be cyber secure

Behaviour and attitude			5	GOV.UK provides guidance on [behaviour expectations](#) in schools.
There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	• Routines have remained the same as school, to provide consistency for children (see weekly suggested timetable). • Children and parents are aware of the expectations for online learning e.g. completing the online learning register daily. • Parents have been supported by school with behaviour management strategies e.g. school have created target sheets for children who are working remotely. • A positive attitude to learning within remote education, including attendance, is celebrated in various ways in the weekly HT videos.			

	• Self-regulation strategies are promoted to support children in regulating emotions at home. This includes a dedicated page for Physical exercise and well-being in each year group section of home learning. A dedicated Well-being section of the website promotes a range of strategies to support positive well-being and self-regulation for desired learning behaviours in the home. This is an additional support for parents, children and families			