



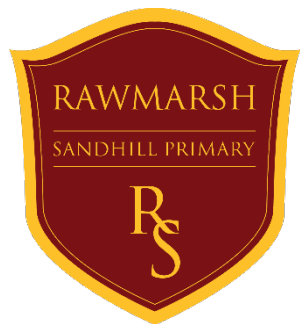
WICKERSLEY
PARTNERSHIP
TRUST

REMOTE

EDUCATION AUDIT

CONTENTS

- Ofsted Grading
- Scoring
- Leadership
- Remote Education and Pupil Engagement
- Curriculum Planning and Delivery
- Capacity and Capability Communication
- Safeguarding and Wellbeing
- Potential Actions and Resources



School Context

Please refer to the remote learning context: number/% of pupils attending, number/% of pupils accessing home learning, number/% of pupils who have had laptops, dongles delivered etc.

Year Group	Number of children no learning posted	% of children no learning posted	Number of children in school	% of children in school
FS1	1	5%	15	75%
FS2	7	20%	8	22%
Y1	1	4%	8	28%
Y2	2	8%	8	31%
Y3	9	30% *	4	13%
Y4	7	16%	10	24%
Y5	5	15%	7	20%
Y6	4	10%	6	16%

30 % of school attending

27 devices have been delivered during the current lockdown and 1 dongle.

72 children are accessing free school meals provision (30% of the school population not including FS1)

The school location base is in quintile 4 (more deprived) of schools with the pupil base in quintile 5 (most deprived)

Ofsted Area	Grade
Overall Effectiveness	3
Quality of Education	3
Behaviour and Attitudes	2
Personal Development	2
Leadership and Management	3
Quality of Early Years Education	3

Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

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.

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

Rawmarsh Sandhill 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.

School scores leadership as 3 because...	
<p>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.</p>	<p>Strengths Remote learning policy in place written in September and based on parental consultation. – reviewed for January second school closure. Consultation with staff regarding policy and revised to meet the changing needs of school community Computing lead delivered individual CDP to staff on remote learning strategies and collaboration with partners in Trust has brought about a wider sharing of additional resources (Zoom, Google forms, Whiteboard Fi, Parent Cloud) Bespoke resources and nationally produces resources are used Learning follows the school curriculum Remote learning is designed to meet the needs of the families in our community and is based around a carefully thought through timetable that allows for families with multiple children to access live lessons through the day but also access learning that is not fully dependent on constant access to a screen. Paper based learning packs are created every week for those families requiring them</p> <p>Areas for Development / Next Steps Further refinement of live offer to improve feedback and lessen teacher workload Further collaboration with Trust and SLEs to share good practice</p>
<p>Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Strengths Remote education policy in place, shared with staff parents and governors Regular communication with parents through Dojo, MyEd, Email, Social Media, phone calls, home visits Use of CPOMS to log concerns Learning Log completed by class teacher and follow up calls made – escalation to SLT where necessary</p> <p>Areas for Development / Next Steps Review remote learning offer with staff, parents and children and amend as appropriate</p>
<p>Monitoring and evaluating</p>	<p>Strengths</p>

<p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes <p>having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</p>	<p>Regular discussion with SLT and in Staff meetings to enable staff to share concerns regarding workload</p> <p>Strong team ethos with sharing of resources and workload</p> <p>Quiet hours on Dojo to ensure that Staff have a clear end to their working day</p> <p>Support from the With me in Mind team – planned drop in session on 12th Feb</p> <p>Trust level support from Westfield</p> <p>Attendance systems in place (Bromcom) Online and secure.</p> <p>HR Portal</p> <p>Areas for Development / Next Steps</p> <p>Parent, staff and pupil questionnaires to prepare full school re-opening</p>
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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.

	School scores remote education context and pupil engagement as 4 because...
<p>Home environment</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"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<p>Strengths</p> <p>Timetable of remote learning to ensure all pupils can access live lessons. Carefully thought through to ensure that there are as few sibilings with live sessions at the same time to enable sharing of devices and parental support.</p> <p>Work provided follows the government guidance for each phase</p> <p>Provision is based on the response to a home learning questionnaire sent out in September to meet the needs of our school community.</p> <p>Children receive two live sessions per day and teachers are free to adapt the delivery to meet the needs of their particular children.</p> <p>High quality resources such as White Rose Maths and Oak Academy are used alongside bespoke teacher made resources. A range of other IT resources are used (My Maths, Bug Club, Numbots) to supplement learning.</p> <p>The children are following the same curriculum as they would have followed in school.</p> <p>Children with SEN have received resource packs to support learning at their level and IEP targets and resources have been delivered home.</p> <p>Families struggling with routines have been provided with a visual timetable and are supported by class teacher phone calls and doorstep visits from NA, HC.</p> <p>IT resources, paper-based and practical resources shared with families including bespoke packs for children with additional needs</p> <p>Areas for Development / Next Steps</p> <p>Explore the use of Google Classrooms rather than Zoom to enable greater flexibility in how work is returned and feedback given.</p> <p>Pilot use of Parent Cloud</p>
<p>Laptops, tablets and internet access</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</p>	<p>Strengths</p> <p>Devices distributed where requested. Internet access provided. (28 devices)</p> <p>Monitoring of learning has resulted in further devices being allocated.</p> <p>Timetabling of live sessions to ensure that there are as few clashes as possible.</p> <p>Provision for vulnerable in school</p> <p>Staff supportive of parents – individual phone calls when needed to support learning.</p> <p>Clear path of escalation to SLT where problems still exist</p>

<p>ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>Areas for Development / Next Steps Continue to closely monitor and address any children not continuing to participate in session</p>
<p>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.</p>	<p>Strengths All children with EHCPs offered a school place. 16 out of 70 children on SEN register in school Bespoke learning packs provided for children with Specific Learning Difficulties and online resources targeted at their level. SEMH support through tailored packs and activities where needed (e.g. packs to manage anxiety) Regular checks with families of disadvantaged children. Additional food packs from Magic Breakfast</p> <p>Areas for Development / Next Steps One to one live sessions for IEP children</p>
<p>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.</p>	<p>Strengths Daily lesson check – number of lessons completed recorded on a spreadsheet. Children not completing work are contacted by class teach in the first instance to reach a solution Children on concern escalated to HT or Learning Mentor (need dependent) HT and LM phone calls and/or doorstep visits.</p> <p>Areas for Development / Next Steps Develop strategies for continued pupil engagement Explore with Trust strategies to reach families still not engaging in remote learning despite call, providing devices and doorstep visits.</p>
<p>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.</p>	<p>Strengths Help guides posted on Dojo. Familiar platforms being used Sessions on further use of technology delivered by class teachers Parents supported by individual phone calls from staff members. Pupils with a school device have access to a dedicated helpdesk. Paper based learning provided where parents are finding the situation too stressful</p> <p>Areas for Development / Next Steps Train all children in the use of Google Classrooms when they return to school in case of future lockdown or isolation Explore use of assistive technology for SEND pupils</p>

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

School scores curriculum planning and delivery as 3 because...	
<p>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:</p> <ul style="list-style-type: none"> 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 <p>Key stages 3 and 4: 5 hours a day</p>	<p>Strengths All children set a minimum of 4 learning activities per day and meets statutory requirements Supplementary learning is provided by the use of online digital resources. There is a full curriculum offer</p> <p>Areas for Development / Next Steps Refine the balance of learning on offer -some parents have reported feeling overwhelmed by the amount of learning and this needs to be taken into consideration. Complete google form to gather feedback</p>
<p>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.</p>	<p>Strengths Children following an adapted version of the curriculum model that they would have been taught if school were fully open. Key worker groups are following the same curriculum. Teaching resources have been adapted for remote use and supplemented with online resources that the children can access at home. High quality resources are used (White Rose Maths, Oak Academy) alongside teacher created resources to give the children the best provision possible A blend of on line and non-screen based activities are provided Time is made for children to interact socially through use of more informal activities such as 'Newsbites' or a time to chat at the end of the sessions as this is important to the children feeling a sense of belonging to their community Bespoke packs sent home for some children to support learning and weekly printed packs to run alongside online sessions.</p> <p>Areas for Development / Next Steps Further explorarion of Google Classroom Further explore social aspects of school</p>
<p>Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources.</p>	<p>Strengths A balance is provided between live sessions, teacher recorded sessions, educational resource provider materials (Oak, White Rose,</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. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Discovery) and teacher made worksheets and powerpoints. Resources used that children are familiar with from using them in school. Children are set tasks to independently complete between sessions - they are then submitted via Dojo and feedback given. Live lessons are taught via zoom. The majority of parental communication is via Dojo and parents and children are comfortable and confident using this. Giving feedback this way can be time consuming. Teachers enabled to use professional judgement to be flexible in their curriculum delivery and address any arising needs</p> <p>Areas for Development / Next Steps Trial in Y5 and 6 to give feedback via Google classroom. Balance the advantages of this with the fact that parents are now comfortable with using Zoom.</p>
<p>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.</p>	<p>Children receive feedback in live sessions and written feedback via Dojo. Teaching is adjusted in line with marking and through conversations with children and parents if they identify that a child is struggling. Teachers empowered to adapt the content of their live sessions to meet needs Individual phone calls used to feed back or encourage Children invited to stay on the 'call' after live input for further support if needed</p>

Capacity and capability

Schools support staff to deliver high-quality remote education.

	School scores capacity and capability as 3 because...
<p>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.</p>	<p>Strengths Proactive computing lead – offering one to one CPD where required CPD session on Zoom, Google classroom, google forms (Lexia booked in for 10th Feb) Culture of sharing of resources – many resources and links shared via all staff email</p> <p>Areas for Development / Next Steps Streamline the system used to bring together under one platform Further CPD slots to further explore digital resources Trust working party – engage and feed back</p>
<p>Staff capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Strengths Staff have access to the resources needed to provide remote education. Supportive collaborative learning within phase groups The computing lead has provided training session on how to use Zoom and teachers are successfully using this. Teachers are aware of a range of online resources that are available to use and are proactive in sharing these.</p> <p>Areas for Development / Next Steps Greater range of digital resources to support pupils with SEND. Need to keep constantly up to date digital enhancements</p>
<p>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.</p>	<p>Strengths Shared working across the Trust is encouraging the use of shared resources and best practice. Working party established to explore methods of digital feedback and teaching resources. IT and Media support team within the Trust Shared resources drive</p>

	Areas for Development / Next Steps Continue to develop partnerships
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<h2 style="text-align: center; margin: 0;">Communication</h2>	
<p>The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.</p>	
	School scores communication as 4 because...
<p>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.</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>Strengths Remote learning policy shared with parents Parents consulted on policy User guides/videos issued for using Dojo Clear and open lines of communication to enable parents having difficulties to seek help Monitoring of learning enables school staff to identify where further support is needed</p> <p>Areas for Development / Next Steps Parent workshops Sessions on how to use Google Classrooms</p>
<p>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.</p>	<p>Strengths Twice daily live lessons Dojo points as incentive for learning with certificates and prizes Reading prize draw Shared stories Examples of learning celebrated on the Dojo class page WPT newsletter Website posts of children's learning Shared events – mental health awareness week – Pledges, Safer Internet Day, PE challenges</p>

	Areas for Development / Next Steps
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Explore additional in school and Trust wide shared events

Safeguarding and Wellbeing

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

School scores capacity and capability as 4 because...	
<p>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.</p>	<p>Strengths Overview of vulnerable children and contacts made kept up –to –date weekly Concerns shared on CPOMS and followed up by safeguarding team Pupil participation monitored daily and followed up by class teacher and escalated to SLT when necessary Families signposted to services where relevant (With me in Mind, Early Help) All planned safeguarding meetings go ahead virtually (CP Conferences , CIN, Core Group, TAF meetings) Communication maintained with Social Care and Early Help Safeguarding policies updated in line with Covid guidelines and shared</p> <p>Areas for Development / Next Steps Develop staff knowledge to enable them to closely monitor pupils for arising issues on return to school</p>
<p>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.</p>	<p>Strengths E-Safety policy Regular reminders Sharing of CEOP e-safety resources Safer internet day and raising awareness</p> <p>Areas for Development / Next Steps Explore the implications that so much screen time may have had on young learners when they return to school</p>
<p>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.</p>	<p>Strengths Regular Dojo posts with advice regarding wellbeing Parental Zoom drop in session with HT, LM and With me in Mind service Regular phone calls and doorstep visits and swift action taken to support those struggling Mental Health Week activities Balance in provision to enable learning away from the screen</p> <p>Areas for Development / Next Steps</p>

	<p>Continued support for families Exploration of the impact of a second lockdown on children as they return to school</p>
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Strengths Secure systems in place in line with Trust guidance – require 2-factor authentication</p> <p>Areas for Development / Next Steps Continue to be vigilant to any potential breach in security</p>
<p>Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Strengths Code of conduct for remote learning as part of policy Children challenged on behaviour if this is not acceptable Phone calls home to address issues with parents Positive praise and rewards used</p> <p>Areas for Development / Next Steps Continued monitoring of pupil behaviour</p>

Potential actions and resources if score is 1 or 2

Leadership

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.

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).

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](#)

Remote Education and Pupil Engagement

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, and evaluate specific aspects of their learning.

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](#).

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 [pupils with SEND and vulnerable children](#).

[Oak National Academy provides resources for teachers to support children with additional needs](#)

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](#)

Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.

Curriculum Planning and Delivery

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.

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.

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
- [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.

GOV.UK provides guidance on:

- assessing pupil progress and providing feedback in the [remote education good practice](#) guidance
- [assessments and exams](#)

The EdTech Demonstrator Programme provides [online training videos](#) for schools on effective assessment and feedback.

Capacity and Capability

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.

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.

[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.

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 increase participation in computer science

Communication

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).

Safeguarding and Wellbeing

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](#).

GOV.UK provides guidance on:

- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [teaching online safety in schools](#)

GOV.UK provides advice on supporting pupil [wellbeing during remote education](#)

GOV.UK provides guidance to support schools:

- with [data protection activity](#), including compliance with GDPR to be [cyber secure](#)

GOV.UK provides guidance on [behaviour expectations](#) in schools.