

Remote Learning - Self Review and Toolkit

This document expands on that provided by the DfE and aims to support education settings with the effective implementation and development of remote learning. It is intended to form the basis of discussion, enabling schools to reflect on their provision and signpost resources to enable further development.

Schools will have different approaches to remote learning but all schools will be doing their best to provide a range of teaching methods while still teaching those pupils attending school. Not all learning will be face to face time with teachers and schools will provide a blended approach that will evolve and develop over time.

The document is split into sections providing the opportunity for schools to reflect on the stage they are at for each and what they might want to do next to develop their offer: Each Section has a number of statements to consider, though not all will require commentary.

1. *Leadership & Management*
2. *Planning*
3. *Teaching & Learning*
4. *QA, Feedback & Assessment*
5. *Access/Professional Development*
6. *Safeguarding & Wellbeing*

Identify	Develop and plan	Implement	Embed	Sustain
<p>Not yet in place</p> <p>Major gaps.</p>	<p>Gaps identified</p> <p>Plan in development to address gaps.</p>	<p>Clear plan in place</p> <p>Implementing systems and practices.</p> <p>Clear point of contact between home and school</p> <p>Timetable, routines, consolidation</p> <p>Resource packs, links to online resources</p> <p>Week by week interaction</p>	<p>Practices and systems are in place</p> <p>Some minor gaps, plans in place.</p> <p>Use of VLE platform, hosting resources</p> <p>Work set via VLE, online timetable</p> <p>Some recorded and /or live delivery</p> <p>Whole class/ batch feedback, exemplar marking</p> <p>Daily interaction</p>	<p>Practices and systems are fully embedded</p> <p>Examples of best practice.</p> <p>Curriculum plans adapted for virtual environment</p> <p>Regular new content delivery</p> <p>Technology used to support engagement</p> <p>Blended online and paper based as appropriate</p> <p>Weekly (SEND/PP) /fortnightly personalised feedback</p> <p>Frequent live interaction</p>

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Leadership & Management	Commentary	Stage	Next steps
<p>Senior leader identified to oversee the school's remote learning offer</p> <p>Statutory requirements are met including publication of information on school website (25/1/21).</p> <p>Expectations for teachers, support staff, pupils and parents are clear and communicated effectively</p> <p>Remote learning timetable is appropriate for learners, providing enough work for at least the minimum learning hours each day</p> <p>Attendance and engagement are recorded daily and monitored for all pupils</p> <p>Non-attendance and/or weak engagement is addressed</p> <p>Leaders connect remote learning attendance and engagement with other indicators of pupil's wellbeing and safety and follow up on any concerns</p> <p>Senior leaders have adapted their plans to enable monitoring and evaluation of remote learning</p> <p>Leaders mitigate against increasing teacher workload</p>	<p>Core subject leaders review provision every 3 weeks.</p> <p>On website. All plans for all 3 phases of Lockdown on website.</p> <p>As part of Plans – on website and sent to all parents / staff / governors. Regular staff CPD on provision review and development.</p> <p>5hrs a day provided for all. Timetable suggested but not set so as to allow parental flexibility.</p> <p>No daily attendance for homelearners. Engagement monitored weekly.</p> <p>Teachers and leadership contact parents.</p> <p>Teachers use 1:1s to link to safeguarding and forward to DSL.</p> <p>Aspects of SDP and subject actions plans put on hold to allow time to monitor remote learning</p> <p>Additional release time provided in T2. Staff did not want it for T3 but is offered. Timetable of staff time to enable 1:1 contact.</p>		<p>Explore attendance use of daily attendance registers – meet and greet sessions.</p>

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Curriculum Planning	Commentary	Stage	Next steps
<p>Adaptations to the curriculum are well-planned, sequenced and build on prior knowledge and skills</p> <p>Curriculum endpoints are based on prioritised learning objectives as appropriate to age and subject</p> <p>Learning of equivalent length to the core teaching pupils would receive in school is planned</p> <p>KS1: ≤ 3 hours a day</p> <p>KS2: ≥ 4 hours a day</p> <p>KS3/4: ≥ 5 hours a day</p> <p>Learning has a balance of; recorded or live, direct teaching links to quality providers e.g. Oak, time to complete tasks and assignments independently</p> <p>Plans are adapted to meet the needs of individuals/groups, with particular attention to VL, PP and SEND pupils</p> <p>Pupils have a clear understanding of expectations; how to behave how to participate how many hours of learning how to submit work</p> <p>Parents and carers have clear guidance on how to support pupils at home</p>	<p>SLT check every 3 weeks.</p> <p>Prioritised curriculum adopted.</p> <p>Yes – 5hrs a day provided.</p> <p>Yes.</p> <ul style="list-style-type: none"> • Video links • Own videos • 1:1 live • Group live • Independent task • Paper tasks provided <p>SENCO developing SEND intervention ideas. Staff aware of PP work.</p> <p>Yes. January Lockdown Plan and returns.</p> <p>Yes. January Lockdown Plan and additional EEF advice sheets + teacher individual support.</p>		<p>Develop approach to support PP remote learners. Follow up on SEN developments to support remote learners.</p> <p>HT has asked staff mid January to provide ‘interventions’ for PP and SEND via platforms (SENCO supported this) and ‘key learning’ prompts for all homelearners (especially useful for PP / SEN). Differentiation of planning for homelearners. These now provided as of mid January.</p>

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Teaching & Learning	Commentary	Stage	Next steps
<p>The principles of Quality First Teaching remain and are evident through remote learning and include;</p> <p>Deliver learning in manageable chunks according to age/ability</p> <p>A variety tools and strategies used to maximise engagement</p> <p>High quality, well informed, concise explanation</p> <p>Effective modelling of steps and procedures</p> <p>Sharing examples of excellence</p> <p>Planned questions, knowing their purpose</p> <p>Carefully considered match of independent work to new content</p> <p>Opportunities, to explore, discuss, feedback</p> <p>AfL strategies used to adapt sequence of learning as appropriate</p> <p>Opportunities for regular, timely feedback</p>	<p>Principles of effective teaching built into our model:</p> <ul style="list-style-type: none"> • Small steps • Modelling • Carefully selected independent work • Sequencing • Progression • Sentence stems <p>CPD on use of AfL strategies:</p> <ul style="list-style-type: none"> • ticklists / toolkits for children to work against • sentence stems – scaffolding • encouraging self review <p>CPD sessions shared examples of excellent models across the country – EEF / Wiltshire, etc.</p>		<p>PDM on 3.2.21 explored use of a 'Working wall' to share the children's returns with each other. This needs development but is beginning.</p> <p>PDM on 10.2.21 to focus on;</p> <ul style="list-style-type: none"> • AfL – ticklists / self review – SLT will review these at the beginning of T4 (this was raised in mid-January PDM and staff have been exploring it) • Use of questioning • Working walls – sharing excellence

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Quality Assurance, Feedback Assessment	Commentary	Stage	Next steps
<p>Teachers, support staff, pupils and parents respond to what is working well, what could be developed or improved.</p> <p>Regular opportunities for shared interaction between staff and pupils. - weekly/daily interaction</p> <p>Opportunities for regular feedback to pupils e.g. - interactive quizzes - exemplar marking - whole class/batch feedback - weekly personalised feedback (SEND/PP) - fortnightly personalised feedback</p> <p>Staff gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p>	<p>Regular support from staff to parents. Regular self-review by staff as to their provision – phonics has evolved to our own videos, introduction of group sessions...</p> <p>1:1 2x per week. Group sessions 1x per week. Verbal / written feedback at least 2x per week.</p> <p>See above. Quizzes on foundation subjects and as part of Oak National Academy.</p> <p>Ongoing formative assessment</p>		<p>PDM 10.2.21 to re-discuss the following aspects previously discussed in PDM mid-January – to identify how far we have got with these:</p> <ul style="list-style-type: none"> • Use of quizzes • Use of whole class / batch feedback • PP & SEND developments – additional weekly intervention delivery and feedback <p>Subject Leaders will focus on this aspect for M&E at beginning of T4.</p>

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Access/Professional Development	Commentary	Stage	Next steps
<p>Leaders are aware of the IT access needs and requirements of their school community.</p> <p>Leaders make suitable alternative arrangements to minimise impact of any IT access limitations.</p> <p>Particular attention is given to the needs of VL, PP and SEND and pupils to support remote learning.</p> <p>Staff have the necessary knowledge, skills and tools to deliver effective remote education.</p> <p>Training is revisited regularly to ensure continued support for effective remote teaching strategies.</p> <p>Resources to support remote learning are reviewed and shared as appropriate.</p> <p>Regular opportunities exist to reflect, problem solve, share good practice and top tips.</p>	<p>Review of provision regularly.</p> <p>As above</p> <p>Offered laptops – limited take-up</p> <p>Regular CPD – however, individuals need to ask for additional CPD focusing on further enhancement of provision that has been offered</p> <p>Weekly / fortnightly</p> <p>As new elements become available these are shared. Music KS2, live lesson examples for staff to watch, EEF feedback, PSHE opportunities.</p> <p>Weekly PDM sessions.</p>		<p>Further developments – staff can approach Headteacher to develop individual skills as has been offered at PDM 3.2.21.</p>

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Safeguarding & Wellbeing	Commentary	Stage	Next steps
<p>Policy and practice have been revisited to ensure staff remain cognisant of keeping pupils safe.</p> <p>Staff use school equipment to deliver remote learning.</p> <p>Teaching and learning take place in an appropriate environment.</p> <p>Expectations of “classroom standard behaviour” are clear to staff, pupils and parents.</p> <p>Staff consider the differences between home and school filtering services when planning access to content.</p> <p>Regular opportunities exist to touch base/catch up e.g.</p> <ul style="list-style-type: none"> - team meetings - staff meeting - one to one - tutor time - story time - assemblies - parent consultations <p>Senior leaders and Staff are aware of how to spot and report potential wellbeing, mental health, safeguarding concerns.</p>	<p>Practice review = Weekly reminder in PDM meetings.</p> <p>Yes</p> <p>Yes – in class. Any ‘off-site’ provision staff have been given clear guidance on clothing, behaviour, backgrounds in frame.</p> <p>Yes - January Lockdown Plan details this. Staff CPD delivered.</p> <p>Yes</p> <p>Yes to these</p> <p>Yes – CPD delivered on this.</p>		<p>Consider a ‘meet and greet’ approach to contact more frequently for remote learners – daily / weekly. Raised at PDM on 3.2.21.</p> <p>This has been introduced since half term delivered 2x weekly by HT.</p> <p>Some classes doing a story time, and HT delivering a weekly storytime....but could consider how we can increase this ‘contact’ – but only as alternative to above – cannot do both.</p>

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Appendices	Links & tools
<p>DfE Guidance</p> <ul style="list-style-type: none">- Expectation for Remote Learning- Remote Education Good Practice- Remote Education Webinars- Website requirement (25 January 2021)- Get help with tech: funding to support set up of learning platform <p>Accessing Devices</p> <ul style="list-style-type: none">- DfE allocation of devices; apply through- Wiltshire allocation of 1.1m; schools e-mailed 13/1/21- Wiltshire Digital Drive; donate or apply for refurbished IT- Additional mobile data scheme for disadvantaged households <p>Useful Links</p> <ul style="list-style-type: none">- EdTech Demonstrator Programme: support schools and colleges for remote education- South West Grid for Learning: empowering the safe and secure use of technology- Right Choice: support and guidance for remote learning- Family & Community Learning: Information on skills, learning and qualifications for adults- Oak National Academy: supporting delivery of remote learning- Education Endowment Foundation: evidence-based resources to support schools/parents- Maths Hub; leading improvement in maths- English Hub: improve the teaching of phonics, early language and reading- Computing Hub: support teachers to improve their knowledge of computer science- Stem Project: resources for maths, computing & science- <p>Documents</p> <ul style="list-style-type: none">- Practical Hints & Tips- Top Tips for Parents- Sample Questions for Governors- Sample Loan Agreement	<p>Guidance for full opening of schools Remote education good practice guide Remote Education Webinars remote-education-information-to-parents Get help with technology - GOV.UK</p> <p>get help with technology buy laptops and digital devices Wiltshire Digital Drive about-increasing-mobile-data</p> <p>https://edtech-demonstrator.lgfl.net/ https://swgfl.org.uk https://rightchoice.wiltshire.gov.uk/Page/16926 https://www.wiltshire.gov.uk/family-learning 2020–21 Oak Curriculum - Oak National Academy EEF - Education Endowment Foundation EEF https://www.ncetm.org.uk/maths-hubs/ http://www.englishhubs.org/ https://teachcomputing.org/hubs https://www.stem.org.uk/</p>

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Practical Hints and Tips	Links & tools
<p>Popular Platforms</p> <ul style="list-style-type: none">- MS Teams help guide for parents- Google Classroom support guides- Class Dojo give rewards, showcase learning, share photos and videos of learning- SeeSaw demonstrate and share learning- J2E primary learning platform, with creative tools for use across the curriculum- DB Primary remote classroom complete with extensive curriculum resources.- Purple Mash educational resources accessed through an easy-to-use interface <p>Other tools</p> <ul style="list-style-type: none">- Comparing video conferencing services- Ideas for using breakout rooms- Collaborative content builder- Interactive quizzes and tools- Recording voice notes and feedback within Google Classroom, Google Docs etc.- Interactive video and formative assessment tool that lets users crop existing online videos and add content to target specific learning objectives.- Video conversation app that allows you to pose a question to your students, and they respond with a short 90 second video- Create online polls to share, collect and analyse responses- Collaborative whiteboard connect multiple users to draw, share, collaborate- Using video messaging for classroom work, record PowerPoint presentation delivery	<p>Help guide MS Teams</p> <p>Google Classroom Help</p> <p>Class Dojo</p> <p>SeeSaw</p> <p>Just2Easy</p> <p>DBPrimary</p> <p>Purple Mash</p> <p>Safe Remote Learning</p> <p>virtual-breakout-rooms</p> <p>Padlet</p> <p>Quizlet</p> <p>Mote</p> <p>Explain Everything</p> <p>Edpuzzle</p> <p>Flipgrid</p> <p>10 best Poll apps</p> <p>Whiteboard.chat</p> <p>Loom for Education</p>

Remote learning

TOP TEN TIPS

for parents

The government has set out its expectations for schools to provide remote education during this current lockdown so that pupils other than children of critical workers and vulnerable pupils can continue learning at home. These are challenging times for everyone – teachers, parents, carers and pupils. We've set out some helpful advice for parents on what to expect with remote learning and how you can support your child at home.

1. MANAGING EXPECTATION

Schools will have different approaches to remote learning but all schools will be doing their best to provide a range of teaching methods while also still teaching those pupils going into school. Not all remote learning will be face to face, time with their teachers and schools will provide a blended approach that will evolve and develop over time.

4. MAINTAIN FEEDBACK WITH SCHOOL AND TEACHERS

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent and only use official channels to communicate whether that be through the school's online portal or other secure messaging site.

7. ESTABLISH A DAILY SCHEDULE AND ROUTINES

Working from home and trying to learn in a more casual setting, that children might associate more with play and a degree of freedom, might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

10. MONITOR WELLBEING AND MENTAL HEALTH

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.

2. FAMILIARISE YOURSELF WITH SCHOOL POLICIES

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

5. ENSURE LEARNING DEVICE IS IN A PUBLIC SPACE

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and ensure it is an appropriate environment for learning.

8. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks, however it doesn't hurt to keep a check on their time online to ensure there is the opportunity for fresh air and physical exercise.

3. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

6. ONLINE BEHAVIOURS

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer. Take an active interest, helping and supporting when needed.

9. NOT ALL REMOTE LEARNING IS ONLINE

Don't forget that sharing stories, reading, practising number bonds and multiplication facts, handwriting, creative activity and talking to your child about their work will go a long way in continuing their learning outside the classroom.

Wiltshire Council

Governor Questions - Planning for a high-quality remote education offer

	Questions for governors to ask around on-line learning
<p>Preparations for a remote learning offer</p>	<ul style="list-style-type: none"> • What will a remote learning offer look like in your school and how is it integrated into the school’s full curriculum offer? See January Plan – already discussed • How are leaders ensuring that all pupils will have access to resources for remote learning in the case of self-isolation of a local lockdown? Parent survey sent out to find out parent needs, additional laptops available, paper copies for those with no printer, paper resources issued to all in booklets • What training has been provided for staff to support their use of online tools and resources to deliver a remote offer of learning successfully? CPD sessions on Google Classroom, homelearning planner, other tools...offered additional CPD if staff want it • How are staff and pupils trained in using the internet safely? Guidance on January Lockdown, staff CPD session • What support is being provided for parents and carers in helping to support their pupils with a remote learning offer? Printing for those that need it, communication channel with teachers on a daily basis, laptops offered, ‘key learning’ tasks identified on planning • What adaptations are made to the remote learning offer for pupils with special educational needs? ‘key learning’ on planning, differentiation, aiming to offer additional 1:1 ‘remote interventions’
<p>Delivering your remote learning offer</p>	<ul style="list-style-type: none"> • How are leaders ensuring that the remote learning offer is broad and ambitious and meets the expectations of the school’s curriculum? 2 times per half term M&E against curriculum maps • How are leaders ensuring that pupils’ learning is assessed? 2 times per half term M&E of staff assessment of pupil learning • How well are students engaging with this on-line learning and how is this monitored? Varied some very good, some ok, some poor. Staff monitor engagement with 1:1 sessions, group sessions, returned pieces of work weekly. Teachers contact parents if poor engagement as does HT but some it is not having any impact on. • How are remote education expectations communicated and managed with parents? Weekly communication with parents by teachers, expectations laid out in January Plan • Are there processes to inform and work with parents where pupils are not engaging with remote learning? Yes – teacher contacts parents, and Headteacher contacts parents. • What changes have been made to the remote learning offer in response to what they find out? We have developed printed packs for those without good internet, we have introduced group sessions, we are looking to increase additional 1:1s, we are looking to get some key poor engagement pupils in to school

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Maintaining your remote learning offer	<ul style="list-style-type: none">• How are leaders monitoring the impact of remote learning on pupil outcomes? Along with the vast majority of other Primary Schools in Salisbury, we have decided against an Assessment at the end of T3 due to the wellbeing needs of parents and pupils and the fact we could not guarantee if it was independent, furthermore it is ridiculous to suggest that personalised planning / intervention can be put in place for remote learners as it would be if they were in school. So...our response is that the pupils work during lockdown will be informally assessed, their work will be collated and assessed on return, and there will be additional summative tests on their return – a ‘new baseline’.• How are leaders monitoring and reviewing school curriculum plans/maps? Every 3 weeks M&E against curriculum maps• Are any changes made to the remote learning offer to sustain the quality of what is being taught and learned? Yes.... Mid January introduced group sessions February exploring PP / SEND additional intervention sessions, possibly increase group sessions February exploring how we can have ‘wellbeing’ focused ‘meet and greet’ sessions February exploring how we can have ‘learning walls’ of returned work and to double-check our use of AfL strategies• Has your remote learning offer been displayed on your school’s website (25th January deadline) Yes – long before!

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Device - Home Loan Agreement

We are providing this equipment on loan for the benefit of your child in supporting access to remote learning and continuing their education.

1. The loan agreement exists between the school and the Named Person who has signed below.

Pupil Name:

Parent/Carer Name & Address:

If you move to another address, please inform the school as soon as possible

2. The computer will be loaned to the *Pupil Name* whilst they are on the roll at *School Name* and require access to remote learning.

Equipment provided: *Laptop; tablet; power supply; mouse; keyboard; delete as appropriate*

Serial number:

We will inform you of the dates by when the computer must be returned.

3. You will be held responsible to the acceptable use policy and ensuring the device and connectivity equipment are not used for any illegal and/or antisocial purpose.

4. You *will/will not* be able to install licensed legally purchased software and equipment such as printers and scanners on your computer.

5. You must not open the device and make changes to the inner hardware.

6. All technical support and maintenance must go through XYZ School. At times, it may be necessary to completely remove all information contained on the computer.

7. You may want to back up and/or remove personal data before its return. XYZ School cannot be held responsible for the loss or damage of any information held on the device.

8. Technical members of staff may view data or programmes on the device.

9. If the device is lost or stolen, please immediately report it to both the school and the police and get a crime reference number. We will make every effort to replace the computer when we are able.

10. If your computer is accidentally damaged, immediately contact us. We will do our best to repair the damage, if this is not possible, replacement will be on a case by case basis.

Your Responsibilities

1. You must take reasonable care to ensure the security of the device and connectivity equipment.
2. You must not decorate or change the external face of the equipment provided in any way, including affixing stickers.
3. Reasonable health and safety precautions should be taken when using the device. The school is not responsible for any damage to person or property resulting from the equipment loaned.
5. You should make regular backups of the content and information that needs to be kept.
5. The school is not responsible for any costs resulting from the use of the device and/or connectivity equipment, including electricity, printer cartridges, paper or any cost occurring from an internet service not provided by the school.

I, the parent/carer, have read or had explained and understand the terms and conditions in the home loan agreement. I understand that by breaching the conditions the loan, the device may be withdrawn by the school.

Signed _____ Date _____

Printed Name _____

School Address: