



**Khalsa**  
VA Primary School

Remote Education Review 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
<p><b>Remote education plan</b></p> <p>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.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>Remote Learning Contingency Plan and policy has been in place since summer term 2020 and has been updated several times since.</p> <p>The plan makes it clear what should be taught and how it should be delivered for all pupils</p> <p>The Digital Lead has lead on remote learning, providing support and CPD since March 2020. The school has also taken part in the Ed Tech programme.</p> <p>The SLT have kept up to date with any government guidance, best practice, research and safeguarding practices throughout the pandemic.</p>	<p>SendCo to provide reports on progress of children with EHCP during lockdown situations.</p>	4	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools and colleges, and <a href="#">guidance</a> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to <a href="#">Cyber security in schools: questions for governors and trustees</a>.</p> <p>Read the guidance on <a href="#">actions for schools during the coronavirus outbreak</a> and refer to <a href="#">Oak National Academy</a> for help to deliver a planned curriculum for all.</p>

<p><b>Communication</b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>The Digital Remote Learning Policy has been shared with and ratified by governors. It is available on our website.</p> <p>Reports have been made to governors at different stages of the pandemic, from the initial steps in summer term 2020 to the lockdown situation in 2021.</p> <p>Parents have been kept informed of our strategy throughout and have had the relevant documentation made available to them. A parent information meeting in January 2021 provided an opportunity for feedback.</p> <p>The school has supported parents every day since the rollout of our digital platform and continues to do so.</p> <p>CPD and INSET training around the school's approach and practical advice has been ongoing since April 2020</p>	<p>A review of the effectiveness of this communication may reveal any gaps.</p>	<p>4</p>	<p>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.</p> <p>GOV.UK provides guidance to support schools to <a href="#">publish information about their remote education provision on their websites</a> for parents.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p>
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<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>The school has a system in place to monitor attendance and engagement which is monitored every day, with parental contact an option if necessary.</p> <p>Support and supply staff have been trained in using our digital platform to support teachers with their workload.</p> <p>Teachers with whole school responsibilities, e.g. assessment, have been given the tools to continue their work while working remotely.</p> <p>Clear guidance has been given on when staff should be working and when they should not e.g. staff isolating at home should not work outside normal hours and not if they are unwell</p>	<p>Contingency plans are being made for monitoring and evaluating the long term effects of remote learning on children</p>	<p>4</p>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></li> <li>• <a href="#">actions for schools during the coronavirus outbreak</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>
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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.

### Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Home environment</b></p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p>The school has a good working relationship with families anyway and a good understanding of which families could find remote learning challenging</p> <p>We have accessed the DfE's scheme to acquire 28 Chromebooks. These have all been allocated based on the criteria of access, vulnerability, and age.</p> <p>We have ensured that parents are aware of expectations through the documentation on our website, parent information meetings and the posting of timetables of Google classroom.</p> <p>Children are given several opportunities during the day to have face to face meetings with their teacher and classmates. The teachers discuss the learning, their expectations and allow for periods of reflection too.</p>	<p>More devices are needed to ensure all children can access the remote learning at all times</p>	<p>4</p>	<p>The EdTech Demonstrator Programme's <a href="#">remote education roadmap</a> supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

<p><b>Laptops, tablets and internet access</b></p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>Chromebooks have been purchased and allocated, with more to be purchased in the future.</p> <p>Vulnerable pupils, including those who have no access to technology have been invited to come into school during lockdown.</p>	<p>More devices are needed to reach all pupils in need</p>	<p>4</p> <p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <a href="#">how to set up a virtual classroom</a> and how to <a href="#">embed technology into teaching practice</a>.</p> <p>Where pupils might lack digital access, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets</a> and <a href="#">internet</a>.</p>
<p><b>Supporting children with additional needs</b></p> <p>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.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils</p>	<p>Interventions and other meetings which address specific needs are continuing remotely.</p> <p>Vulnerable pupils, where necessary, have been invited to attend school and are contacted regularly. A register of actions and concerns is kept by the school.</p> <p>The SENCO is continuing to monitor the progress of children with additional needs,</p>		<p>5</p> <p>The EdTech Demonstrator Programme has made <a href="#">a range of SEND resources</a> available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on <a href="#">actions for schools during the coronavirus outbreak</a> provides guidance on how schools should support <a href="#">pupils with SEND and vulnerable children</a>.</p>



have access to the right hardware and software to support their needs.	contacting home regularly and providing support where necessary.			Oak National Academy provides resources for teachers to support children with additional needs.
<b>Monitoring engagement</b>  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.	The school has a system in place to monitor attendance and engagement which is monitored every day, with parental contact an option if necessary.		5	Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance</a> .  EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress</a> .
<b>Pupil digital skills and literacy</b>  The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	Staff in school, including admin and SLT staff are available to support children and parents, using video tutorials where necessary. Digital technology	More child friendly tutorials on aspects such as using Google Docs would be useful		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

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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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<b>Minimum provision</b>  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: <ul style="list-style-type: none"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	As per our policy, we have been setting at least the recommended minimum since September. In addition to this, children have at least 3 opportunities to speak to staff throughout the day.	Timetables need to be made more explicit to parents and children so they know when they can expect to speak to teachers	4	Remote education expectations are highlighted in <a href="#">actions for schools during the coronavirus outbreak</a> .  GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.
<b>Curriculum planning</b>  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.	We continue to follow our school curriculum as closely as possible		5	GOV.UK provides resources on remote education <a href="#">good practice</a> and <a href="#">how to adapt teaching practice</a> for remote education.  The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.

<p><b>Curriculum delivery</b></p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Our live teaching allows for sharing of school resources e.g. PowerPoints or Smart Notebook.</p> <p>Children have the opportunity to also ask questions live through Meet.</p> <p>Good quality online resources from reputable sources have also been encouraged and used by staff</p>		5	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">accessing and buying resources for remote education</a></li> <li>• resources on remote education <a href="#">good practice</a></li> <li>• guidance on <a href="#">how to access and set up online digital platforms</a> to support delivery</li> <li>• <a href="#">Oak National Academy</a> provides resources and guidance on how to map resources to a school's existing curriculum.</li> </ul> <p><a href="#">RNIB Bookshare</a>, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.</p>
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<p><b>Assessment and feedback</b></p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>All work is read and marked as necessary and according to our policy. Children also have to opportunity to get verbal feedback at several times during the day.</p> <p>Assessment tools such as tests, assessment pieces and school moderation continue to be utilised.</p>	<p>Data to be thoroughly moderated to check for reliability when working remotely.</p>	<p>4</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">remote education good practice</a> guidance</li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> for schools on effective assessment and feedback.</p>
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# Capacity and capability

Schools support staff to deliver high-quality remote education.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<b>Effective practice</b>  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.	Senior leaders, including the digital lead, have kept up to date with the latest requirements and advice since the beginning of the current situation.  The school policy has been adjusted to accommodate different resources e.g. Meet or Oak Academy  CPD has been provided to all staff since the start of the situation  All staff are able to, and do, use our digital learning platform to teach and asses.		5	The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.  GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.  The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a> , including for children with SEND.
<b>Staff capability</b>  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.	The school policy has been adjusted to accommodate different resources e.g. Meet or Oak Academy  CPD has been provided to all staff since the start of the situation	Staff to provide additional concrete resources for those who need it in a safe way		The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <a href="#">how to use online platforms and resources</a> , including for children with SEND.

<p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>All staff are able to, and do, use our digital learning platform to teach and asses.</p>		<p><a href="#">RNIB Bookshare</a>, 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 <a href="#">dyslexia or visual impairment</a>.</p> <p><a href="#">pdnet</a> provides free <a href="#">training events</a> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p><b>Strategic partnerships</b></p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>	<p>The school has taken part in the EdTech programme.</p> <p>We have taken part in various web seminars and workshops, both nationally and locally organised</p>	5	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EdTech Demonstrator Programme</a> for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs</li> <li>• <a href="#">Maths hubs</a> to improve maths education</li> <li>• <a href="#">English hubs</a> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <a href="#">Computing hubs</a> to improve the teaching of computing and increase</li> </ul>



				participation in computer science
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## Communication

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Realistic expectations of pupils, parents and carers</b></p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>Our policy, guidance for parents (including expectations) and other useful information is all available on our website.</p> <p>We have help parent information meetings to provide key information and get feedback.</p> <p>We continue to communicate regularly with parents through our newsletter.</p>		5	<p>Remote education expectations are highlighted in the <a href="#">actions for schools during the coronavirus outbreak</a></p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>The <a href="#">school workload reduction toolkit</a> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p>
<p><b>School community events</b></p> <p>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>We have multiple opportunities for children to speak to staff, including support staff, during the day.</p> <p>Children have the opportunity to attend class and school assemblies.</p>		5	



## 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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<b>Ensuring safety</b>  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.	Protocols are in place through the policy which has been communicated to staff, governors and parents. Staff are aware that the same safeguarding measures need to be taken as if in school, with additional precautions taken to protect themselves.		5	GOV.UK provides guidance on <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a> .  Schools should also refer to statutory guidance for schools and colleges on <a href="#">safeguarding children</a> .
<b>Online safety</b>  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.	CPD has been given to teachers and specific PSHE lessons have been prepared for children on esafety		5	GOV.UK provides guidance on: <ul style="list-style-type: none"> <li>• <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">teaching online safety in schools</a></li> </ul>
<b>Wellbeing</b>  Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.	We use live google Meets as a way of ensuring children are happy and safe. Children take part in mindfulness practices every		5	GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education</a> .

There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	day as part of class assemblies. Vulnerable pupils are still able to attend 'The Space' counselling service online.			
<b>Data management</b>  The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	The Google Suite for Education provides a secure location for all data		5	GOV.UK provides guidance to support schools: <ul style="list-style-type: none"> <li>• with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>• to be <a href="#">cyber secure</a></li> </ul>
<b>Behaviour and attitude</b>  There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Teachers have all made rules clear to children and are able to monitor all aspects of online behaviour. Inappropriate behaviour is reported to and dealt with by teachers and SLT if necessary.		5	GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.