

# Bishopswood Schools Federation – Review of Remote Education Provision



| <b>Leadership</b>  |   |   |   |  |  |
|--|---|---|---|--|--|
| School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.  |   |   |   |  |  |
| 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 & 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/ resources if score is 1 or 2  |  |
| <b>Remote education plan</b><br>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education,  | <ul style="list-style-type: none"> <li>Partial plan in place resulting from review</li> <li>ESLT have differing roles that all contribute: GG-oversee/BS inclusion/MM T&amp;L training</li> </ul>   | <ul style="list-style-type: none"> <li>Plan TBC</li> </ul>  | 4   | <ul style="list-style-type: none"> <li>Finish plan resulting from review</li> <li>Share with staff and governing body</li> </ul>   |  |
| <b>Communication</b><br>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.   | <ul style="list-style-type: none"> <li>Platform used before by staff pupils/parents in lockdown 1</li> <li>Info letter sent out and info on website</li> <li>Staff training with ideas/models &amp; expectations</li> </ul>   | <ul style="list-style-type: none"> <li>Non engagers- but we will contact these parents</li> </ul> | 3   | <ul style="list-style-type: none"> <li>Put parent info doc on website</li> <li>Collate parent agreement docs</li> <li>Share review with staff and governing body</li> <li>Teacher handbook for remote learning?</li> </ul> |  |
| <b>Monitoring and evaluating</b><br>The school has systems in place to monitor the impact of remote education. This includes: <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> | <ul style="list-style-type: none"> <li>Staff training completed to share different approaches and look at time savers- e.g. use of in school flips/seesaw resources</li> <li>Staff questionnaire completed in last lockdown</li> <li>Staffing changes- currently 1 member in and 1 out</li> <li>Review doc completed</li> </ul> | <ul style="list-style-type: none"> <li>If multiple staff are unwell</li> </ul>                    | 4   | <ul style="list-style-type: none"> <li>Continue to monitor children's use</li> <li>Continue to monitor staffing</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.   |   |   |   |  |
| 1. Identify  | 2. Develop and plan   | 3. Implement  | 4. Embed  | 5. Sustain   |
| Approach   | Strengths   | Gaps  | Score (1 to 5)                                    | Potential actions/ resources if score is 1 or 2  |
| 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 & systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice.   |
| <b>Home environment</b><br>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.                      | <ul style="list-style-type: none"> <li>• Loan agreement for devices</li> <li>• Paper copies where needed</li> <li>• Regular contact</li> <li>• Weekly Mon assembly for reflection on previous week of learning</li> </ul>   | The school supports pupils on how to self-regulate during remote education, including: <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> | 3   | <ul style="list-style-type: none"> <li>• How to mark work of those not accessing Seesaw? Paper?</li> <li>• Metacognitive approaches to teaching- chn understanding their strengths and weaknesses to improve their learning</li> <li>• Standardised format for Monday review assembly to include reflection on learning behaviours and the above</li> <li>• Collate parent agreement docs</li> </ul> |
| <b>Laptops, tablets and internet access</b><br>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.                     | <ul style="list-style-type: none"> <li>• Contact families of children not accessing remote learning and discuss options to support.</li> </ul>  | 4   | <ul style="list-style-type: none"> <li>• Parent survey on devices/internet</li> </ul>  |
| <b>Supporting children with additional needs</b><br>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and                                       | 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. <ul style="list-style-type: none"> <li>• Regular contact</li> <li>• Differentiation &amp; Additional individualised work/activities</li> </ul> | <ul style="list-style-type: none"> <li>• Check those with ISP provision not in school: PP/DV</li> </ul>   | 4   | Monitor activities already in place <ul style="list-style-type: none"> <li>• Regular contact</li> <li>• Differentiation &amp; Additional individualised work/activities</li> <li>• ELSA activities</li> <li>• Check those with ISP provision not in school: PP/DV</li> </ul>   |

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|   |   |  |   |   |  |
|---|---|--|---|---|--|
| provision in place to help remote education.  | <ul style="list-style-type: none"> <li>• ELSA activities</li> </ul>   |  |   |   |  |
| <p><b>Monitoring engagement</b><br/>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>  | <ul style="list-style-type: none"> <li>• The school monitors Seesaw use:</li> <li>• Teachers check daily</li> <li>• Phone calls/ emails to non engagers</li> <li>• Paper copies monitored and registered</li> </ul> | <ul style="list-style-type: none"> <li>• Review complete non-engagers from lockdown 1- is it same children?</li> </ul> | 4 | <ul style="list-style-type: none"> <li>• Review complete non-engagers from lockdown 1- is it same children?</li> </ul>  |  |
| <p><b>Pupil digital skills and literacy</b><br/>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p> | <ul style="list-style-type: none"> <li>• The children have used Seesaw, majority of apps before.</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Hearing impaired in zoom assemblies</li> </ul>                                |   | <ul style="list-style-type: none"> <li>• Include in survey/reflection assembly if there are any particular areas of tech that need support/teacher modelling</li> <li>• Parent support vid? Or a 'tech surgery' once a week?</li> </ul> |  |

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| <b>Curriculum planning and delivery</b><br>The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely. |   |  |   |  |
|---|---|--|---|--|
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| Approach  | Strengths   | Gaps   | Score (1 to 5)                                    | Potential actions/ resources if score is 1 or 2  |
| 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 & systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice.   |
| <b>Minimum provision</b><br>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>•Standardised across school and in addition assemblies</li> </ul>    | <ul style="list-style-type: none"> <li>•Use of Oaks to supplement?</li> </ul>  | 4   | <ul style="list-style-type: none"> <li>• Review and monitor work being set</li> <li>• Review work being completed and time spent</li> </ul>  |
| <b>Curriculum planning</b><br>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.  | <ul style="list-style-type: none"> <li>•Planning used in school is being adapted for home use.</li> <li>•LTP still being followed</li> </ul>  | <ul style="list-style-type: none"> <li>•Specific activities that need adapting or can't be taught e.g. some science PE team games etc</li> </ul> | 4   | <ul style="list-style-type: none"> <li>• Specific activities that need adapting or can't be taught listed by teachers for return to school/next year group</li> </ul>  |
| <b>Curriculum delivery</b><br>The school has a system in place to support remote education, using curriculum-aligned, resources.  | <ul style="list-style-type: none"> <li>•includes pre-recorded or, 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.</li> </ul> | <ul style="list-style-type: none"> <li>•Live meetings are for reflection on previous week of learning and assemblies only</li> </ul>             | 3   | <ul style="list-style-type: none"> <li>• Review communication and accessibility for all pupils, including those with SEND.</li> <li>• Consistency between years</li> <li>• Training given on approaches</li> </ul> |
| <b>Assessment and feedback</b><br>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.  | <ul style="list-style-type: none"> <li>•The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</li> <li>•Daily feedback given using 'likes' and comments both written and audio</li> </ul>   | <ul style="list-style-type: none"> <li>•Children to act on feedback</li> </ul>   | 3   | <ul style="list-style-type: none"> <li>• Use of Ham to continue</li> <li>• Children to act on feedback</li> <li>• Parent consultations</li> </ul>  |

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| Capacity and capability<br>Schools support staff to deliver high-quality remote education.   |  |   |   |   |  |
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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 & 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/ resources if score is 1 or 2   |  |
| <p><b>Effective practice</b><br/>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>  | <ul style="list-style-type: none"> <li>Seesaw used previously</li> <li>Training given and key members of staff for support</li> <li>Resources to be refreshed when new laptops arrive</li> </ul> | <ul style="list-style-type: none"> <li>New members of staff have been modelled by experienced staff</li> <li>Further explore resources to complement</li> </ul> | 4   | <ul style="list-style-type: none"> <li>Leaders to monitor year groups getting consistent experience</li> <li>Staffing- sustainability if illness</li> </ul> |  |
| <p><b>Staff capability</b><br/>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.<br/>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>As above<br/>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>                                   | <ul style="list-style-type: none"> <li>SEND</li> </ul>  | 4   | <ul style="list-style-type: none"> <li>Staff meeting to revisit and share good practice / provide support and ideas for each other</li> </ul>               |  |
| <p><b>Strategic partnerships</b><br/>The school is sharing best practice and making best use of capacity across schools to address any known gaps,</p>   | <ul style="list-style-type: none"> <li>Liaise with Bramley and other schools to look at practice</li> </ul>  | <ul style="list-style-type: none"> <li>Look into EdTech Demonstrator Programme and curriculum hubs</li> </ul>   | 4   | <ul style="list-style-type: none"> <li>Look into EdTech Demonstrator Programme and curriculum hubs</li> </ul>   |  |

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| Communication   |   |   |   |   |
|---|---|---|---|---|
| The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.  |   |   |   |   |
| 1. Identify   | 2. Develop and plan   | 3. Implement  | 4. Embed  | 5. Sustain  |
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| Approach  | Strengths   | Gaps  | Score (1 to 5)                                    | Potential actions/ resources if score is 1 or 2   |
| <b>Realistic expectations of pupils, parents and carers</b><br>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. | <ul style="list-style-type: none"> <li>Info doc in place</li> <li>Agreement in place</li> </ul>   | <ul style="list-style-type: none"> <li>Using agreement 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).</li> </ul> | 3/4   | <ul style="list-style-type: none"> <li>Ensure all families complete agreement</li> <li>Collate responses</li> <li>Teachers to discuss as part of reflection assemblies</li> </ul> |
| <b>School community events</b><br>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             | <ul style="list-style-type: none"> <li>Class assembly (timed at different times so siblings can access)</li> <li>Whole school assembly</li> </ul> | <ul style="list-style-type: none"> <li>Not live teaching</li> </ul>   | 3/4   | <ul style="list-style-type: none"> <li>Register those who attend?</li> <li>Accessing those who don't engage.</li> </ul>   |

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| Safeguarding and wellbeing   |   |   |   |   |  |
|--|---|---|---|---|--|
| Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.  |   |   |   |   |  |
| 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 & 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/ resources if score is 1 or 2   |  |
| <b>Ensuring safety</b><br>There are clear safeguarding protocols in place to ensure pupils are safe during remote education.   | <ul style="list-style-type: none"> <li>clear reporting routes so that children, teachers, parents/ carers can raise any safeguarding concerns.</li> <li>Agreements with parents/pupils</li> <li>Use of CPOMS for teacher working at home</li> </ul> | <ul style="list-style-type: none"> <li>Parents adhering to and supervising</li> </ul>   | 4   | <ul style="list-style-type: none"> <li>Regular safety bulletins for parents?</li> </ul>   |  |
| <b>Online safety</b><br>If the school chooses to provide using live streaming pre-recorded videos, teachers understand how to keep children safe whilst they are online. | <ul style="list-style-type: none"> <li>Policy and guidance for teachers</li> <li>Agreements with parents/pupils</li> <li>Live assemblies via zoom-link/password only sent via seesaw</li> </ul>   | <ul style="list-style-type: none"> <li>Parents adhering to and supervising</li> </ul>   | 4   | <ul style="list-style-type: none"> <li>Regular safety bulletins for parents?</li> </ul>   |  |
| <b>Wellbeing</b><br>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. <ul style="list-style-type: none"> <li>ELSA resources sent home</li> </ul>   | <ul style="list-style-type: none"> <li>Ensure teachers/SLT continually updated on cohorts</li> <li>1-1 catch-ups- mainly via Seesaw comments</li> </ul> | 3/4   | <ul style="list-style-type: none"> <li>Include in staff training</li> <li>Continue with pastoral SLT Agenda:                             <ul style="list-style-type: none"> <li>- those not accessed</li> <li>-Those contacted through other means</li> <li>-Support and resources</li> </ul> </li> </ul> |  |
| <b>Data management</b><br>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).                   | <ul style="list-style-type: none"> <li>Seesaw uses individual QR code emailed to parents</li> <li>Agreement from parents about zoom use etc</li> </ul>  | ?   |   | <ul style="list-style-type: none"> <li>Reminder for staff</li> </ul>  |  |

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|--|--|---|----------|---|--|
| <p><b>Behaviour and attitude</b><br/>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p> | <ul style="list-style-type: none"> <li>• Agreement in place</li> </ul> | <ul style="list-style-type: none"> <li>• Attitude to learning – children not engaging/ trying best</li> </ul> | <p>3</p> | <ul style="list-style-type: none"> <li>• Use assemblies and class time to celebrate values- those trying and mistakes are part of learning etc</li> </ul> |  |
|--|--|---|----------|---|--|

## Acronyms:

CPOMS – Child Protection Online Management System

DV – Disadvantaged and Vulnerable

EAL – English as an Additional Language

EHCP – Education Health Care Plan

ELSA – Emotional Literacy Support Assistant

ESLT – Executive Senior Leadership Team

FSM – Free School Meals

ISP – Individual Support Plan

LTP – Long Term Plan

MTP – Medium Term Plan

PP – Pupil Premium

SEND – Special Educational Needs & Disability

SLT – Senior Leadership Team