



Department
for Education



Review your remote education provision

Thorpe Hesley Primary School

January 2021

This document is a 'help' guide produced by the DfE to enable schools to review their provision and look at next steps. We have added a final column to record some of the parental feedback received during the academic year and the current (Jan 2021) lockdown.

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.

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2	Parental comments
<p>Remote education plan</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>School has a Remote Learning Policy and Live online Learning Risk Assessment. (Both available on the school website.)</p> <p>A member of Executive Leadership Team has overarching responsibility for the Remote Education offer. Each Year Group Lead (also member of SLT) has direct responsibility for their year group offer specifically.</p> <p>The Remote Education offer is aligned to daily teaching in school.</p> <p>Pupils who are self-isolating can access the online materials when school is in usual process. There is email and telephone support where required as well as printed material availability.</p> <p>During lockdown, all children in school (Critical Worker and Vulnerable pupils) are taught the same curriculum as those at home.</p> <p>Remotely taught lessons throughout all year groups from Reception to Y6 include</p>	<p>A percentage of pupils live away from our direct catchment area and so find it difficult to attend in person to collect hard copies – in a small number of cases this is an issue. School has posted packs where necessary as well as offering technology to enable easier access.</p> <p>A small number of pupils are not engaging with</p>	<p>4</p>	<p>To help develop your remote education plan:</p> <p>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.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>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.</p>	<p>“Thank you so much to everyone for working so hard to organise the live lessons. You've done so well getting it together at such short notice. The first lockdown I struggled to motivate ***** to work, but having interaction with teachers online during this lockdown has made all the difference, and he is engaging with it really well and wants to do the work.”</p> <p>(Taken from an email from a Y5 Parent.)</p>

	<p>at least English, Maths and phonics or reading daily. Nursery pupils receive at least two remotely taught lessons every day. Wider curriculum and 'one off' lessons are also on offer, mainly as downloadable or printed materials or pre-recorded sessions.</p> <p>Pupils with SEND or identified specific areas of learning are given / sent / taught (depending on whether they are in school) focussed intervention work. Again with added email, telephone etc support where required.</p> <p>Feedback and monitoring takes place via sessions in class or online as well as for work submitted by email or handed in.</p>	<p>online learning and despite being offered a place as vulnerable pupils or technology, have still not engaged. Our Learning Mentor and Safeguarding Team members are monitoring this and attempting to keep in close contact with these families, including reporting to Early Help where seen fit.</p>			
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>School has a Remote Learning Policy and Live online Learning Risk Assessment. (Both available on the school website.)</p> <p>The policy etc has been shared at LGB level as well as signposted to all stakeholders via ParentMail and newsletter.</p>	<p>A small number of parents don't engage and as registers and records are kept, these families are contacted to offer support.</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 publish information about their remote education provision on their websites for parents.</p>	<p>Thank you to you all you've done an amazing job setting it all up so quickly, **** has thoroughly enjoyed this week thank you enjoy your weekend. Can I say a huge thank you for making school feel as "normal" and safe as possible? You have done a fantastic job in the incredibly short amount of time you were given.</p>

	<p>All documents (including Risk Assessment) are updated regularly in light of Government guidance. Any changes are signposted to all stakeholders.</p> <p>School newsletter regularly reminds about the location of the Home Learning, the expectations – including around behaviour – and the various methods of accessing and communicating.</p> <p>Staff and parents regularly tweet to share successes and highlights.</p>			<p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>	
<p>Monitoring and evaluating</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 • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<p>Staff in school have worked rotas in their Year Group Teams to ensure all have time out for PPA. Staff work in teams to plan and deliver in school, remotely and ensure work is available in a timely manner both on the website and in the building. Registers and records of pupil attendance are kept. Office staff ensure all information around attendance in school or remotely is kept to enable monitoring using Government guidance and systems.</p>		4	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • 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 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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2	Parental comments
<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>All parents have been sent an initial letter and the Remote Learning Policy and Live online Learning Risk Assessment.</p> <p>Year group staff are keeping records of attendance either in school or at Remote Education sessions.</p> <p>Pupils who are unable or choose not to engage (often through no fault of their own) are contacted by an informal phone call and email and then formally.</p> <p>Offers of places in school of technology are made and followed through.</p> <p>In the cases where this is not successful, school has spoken to the Early Help Team for guidance and support.</p> <p>Behaviour expectations are set out at the start of sessions and pupils are</p>	<p>There are still a (very) few families where pupils are not engaging.</p> <p>Telephone calls and home visits have taken place as well as engagement with Early Help for additional support.</p> <p>On the occasion a child displayed inappropriate behaviour, parents were contacted of the initiator and others affected.</p> <p>Parents will be contacted</p>	4	<p>The EdTech Demonstrator Programme's remote education roadmap 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 get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>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.</p>	<p>Thank you so much to the teaching staff for the Zoom teaching this week. We're working from home, and I work for the NHS, so home schooling is hard. The teachers have been so enthusiastic and great with the kids. I really appreciate all you're doing. Thank you.</p> <p>The first lockdown i struggled to motivate **** to work, but having interaction with teachers online during this lockdown has made all the difference, and he is engaging with it really well and wants to do the work.</p> <p>Personally, for us as a family the zoom sessions are working really well. Both *** &*** (Class 1) are engaged, interested, keen & eager to get started in a morning which is more than they ever were for me as their 'teacher' during Lockdown 1! So a huge heartfelt thank you.</p>

	<p>reminded about these throughout.</p> <p>School has reminded parents about these expectations and follow through on any (rare) issues which may arise.</p> <p>School planned the initial teaching this academic year around a strong EHWB focus as a whole school shared topic. This ensured pupils felt safe and secure in their learning and reinforced relationships between pupils and staff to engender a supportive model.</p>	<p>should a child transgress the policy.</p>			<p>Year 1 Parents</p> <p>I thought the lessons were fantastic by the way. I can't believe how well everyone has done to organise online lessons with such short notice! xxx would never have done so much work without input from teachers.</p> <p>Parent Thank you so much for all the zoom learning this week. It does really help to give him a focus and we really appreciate it as both working from home.</p> <p>I just wanted to say a massive thank you for all you and the other teachers are doing, it's made all the difference having Zoom lesson as xxx can still see you and his friends. I know you guys must be putting so much in to doing zoom and normal lessons so just wanted to say your hard work is not going unnoticed.</p> <p>As well as the delivery being first class standard (as always), both myself and my husband have been able to work alongside the sessions which we are so grateful, it takes so much pressure off us.</p>
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<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 ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>All Remote Education is planned for ease of access according to different circumstances. Learning is available weekly on the school website, easily accessible and with regular reminders and links through ParentMail / newsletter / social media. Hard copies are available in the entrances to both buildings. Parents are given guidance and support via Year Group emails or telephone support to access Zoom teaching, locate information and access work or online teaching. Pupils who do not have access to suitable technology are offered a place in school or technology depending on circumstance.</p>	<p>A very small minority of families are engaging and home visits have been carried out along with continued monitoring.</p>	<p>4</p>	<p>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.</p>	
<p>Supporting children with additional needs</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. This includes guidance for parents and carers on how to effectively support remote</p>	<p>Pupils in these categories have had specific plans put in place. Those pupils attending school are still receiving a strong curriculum with interventions by trained Support Staff. Pupils remaining at home have been given bespoke packages with specific</p>		<p>5</p>	<p>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</p>	<p>"I'd just like to take this opportunity to thank all the Year 5 staff for their completely outstanding efforts in these difficult times. I'm sure it hasn't been easy but you've all gone above and beyond to make sure that children can still learn whilst at home. ***** is thoroughly enjoying the experience in all live classes</p>

<p>education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>learning for their needs. Including some live interventions via zoom. Additional support is given to parents where required and Support Staff have also recorded learning and interventions to support them – eg: speech and language / phonics</p>			<p>pupils with SEND and vulnerable children. Oak National Academy provides resources for teachers to support children with additional needs.</p>	<p>and has settled well into the new routine. The structure has clearly helped with her mental health and I accredit that to the amazing staff at Thorpe Hesley. It's also resulted in a less stressful time for us as parents who are trying to work full time whilst also trying to encourage and assist our children at home. You are all absolutely fantastic. Thank you so much. When this is all over I'll be hugging you all within an inch of your life....be warned!" (Taken from an email from a parent of a Y5 child who is on the Inclusion Register & receives additional support for SEMH needs.)</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>Year group staff are keeping daily records of attendance either in school or at Remote Education sessions. Pupils who are unable or choose not to engage (often through no fault of their own) are contacted by an informal phone call and email and then formally. Offers of places in school or technology are made and followed through. In the cases where this is not successful, school has</p>		<p>5</p>	<p>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.</p>	<p>*** lacks motivation for anything other than Maths at home. This morning's call from Miss xxx has definitely changed that and we had fun along the way! Thank you! KS1</p>

	spoken to the Early Help Team				
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.	School has worked with parents over the pandemic to ensure they feel confident and competent to support their child accessing Remote Education. Telephone support is offered and in extreme cases, parents have brought technology in for additional help and guidance. There has not been a requirement for SEND pupils to access assistive technologies to date.	Pupils who have been continually unable to access Remote Education have been offered places in school as 'vulnerable pupils'.	4	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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2	Parental comments
<p>Minimum provision</p> <p>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>The core offer for all year groups from Reception to Y6 is a minimum of three online teaching Remote Education sessions per day. Nursery staff offer at least two sessions per day. Further sessions are offered occasionally with a focus on wider curriculum.</p> <p>Whilst sessions are taking place and pupils are working independently, some staff offer 'breakout' groups for pre-learning, post learning or clarification for those pupils seen to be struggling or needing additional support.</p> <p>Work is available on the school website for the week ahead. Hard copies are also available in both building entrances.</p> <p>Additional learning is available via the website, including wider curriculum, links to suitable websites and programmes etc.</p> <p>Platforms such as TT Rockstars are used to promote engagement and competition and ensure pupils remain positive and</p>	<p>A very small number of pupils are not accessing the learning – see previous information for strategies to combat this.</p>	5	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>	<p>THP have done a fantastic job of maintaining education for both home learners & on site key worker/ vulnerable children. Their classes are well organised & fun, whilst trying to maintain some normality. Teachers have gone above & beyond their roles.</p> <p>There is such a wealth of material and to think you've had to prepare this as well as teach in the classroom. Thanks so much it really is appreciated.</p> <p>Parent</p>

	<p>enthusiastic about all learning.</p> <p>Work in school mirrors that available for remote learners to ensure that all pupils can access learning at whatever point needed. (Not all Critical Worker and vulnerable pupils attend school physically every day.)</p> <p>Work set meets Government guideline requirements as a minimum.</p> <p>Work carried out both in learning sessions and as a result of learning is subject to feedback and monitoring. High expectations remain at Thorpe Hesley Primary School at all times.</p> <p>Reward systems have been adapted to include those pupils at home. Eg: we now have a 'Room Star' and a 'Zoom Star' to replace the usual 'Star of the Week'.</p>				
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>This could include a remote curriculum that is identical to the one taught in class, one that is</p>	<p>Curriculum planning takes place in Year Groups and is subject to the same monitoring and scrutiny from Subject and Senior Leaders as all learning in school. The remote curriculum is identical to that delivered in school.</p>		5	<p>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</p>	<p>***** enjoyed today's zoom sessions. We also had a great time during the French and Music lesson. Thank you. Year 5 parent</p>

similar but adapted or one that is completely different.	Feedback and monitoring to pupils takes place at all levels and expectations are aspirational.			leaders support their pupils during remote education.	
<p>Curriculum delivery</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 as 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>The Remote Education curriculum and that delivered in school are absolutely aligned.</p> <p>Remote Education includes live, direct teaching, break out groups, specific focussed teaching, all by school staff. The Home Learning tabs on the website for Remote Education also share resources, printable resources, links to alternative education sources – eg: TT Rockstars.</p> <p>Hard copy packs are available each week for collection. In cases where pupils require specific learning, bespoke packs are created. Staff have hand delivered packs where necessary. All Year Groups have emails for direct contact with staff, including to gain support and for feedback. Maths work is marked and feedback given during the live lesson. English work is emailed to the class teacher which will be responded to with praise and next steps, as per the marking policy in school.</p>		5	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>Thank you so much for the remote learning. **** loved it and it enabled a working from home mummy to get on with work for a while.</p> <p>I'd like to say what a fabulous job you have done so far this week. It has been lovely to see **** so engaged and he has enjoyed it. (Taken from an email from a Y5 parent.)</p> <p>The Zoom lessons have been great and Ruby has enjoyed learning. Thank you to all the Year 5 team for making them happen. (Taken from an email from a Y5 parent.)</p>

	Foundation Stage are recording live Zoom lessons and saving to an unlisted YouTube page so that parents can access them when they can support their child. (This is feasible as input tends to be shorter.)				
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<p>Assessment and feedback</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>Baseline assessments on all pupils were carried out prior to January 2021 lockdown and an assessment week took place at the end of the Autumn term.</p> <p>Information is used at Pupil Progress meetings to ensure all pupils receive targeted learning.</p> <p>During online teaching, one member of staff teaches whilst another records attendance and watches pupils to ensure good behaviour and engagement in learning.</p> <p>Immediate feedback is given during all live online teaching, sometimes small groups receive a focus in 'breakout rooms'. Staff will contact parents where necessary to offer further guidance or additional 'support' work.</p> <p>Completed work is informally assessed during sessions as well as further assessment of work shared – by email or hard copy.</p>	<p>Staff are carrying out regular assessments of pupils in school and informally assessing those pupils at home.</p> <p>Despite announcements around assessments for the end of Key Stages, staff are still working towards aspirational FFT targets. However, school would like to access a way to formally assess those pupils at home to enable more than just formative assessment material being available.</p>	<p>4</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2	Parental comments
<p>Effective practice</p> <p>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>Senior Leaders ensure they keep up to date with all Government guidance and resources available to enhance teaching and learning of our pupils.</p> <p>Continued staff meetings and CPD (remotely or in Year Groups) ensure all staff are aware of, and share good practice.</p>	<p>Further support using online platforms and resources is planned. However, all staff have increased their knowledge and understanding considerably and have been pro-active in experimenting and attempting new ways of teaching.</p>	4	<p>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.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>	
<p>Staff capability</p> <p>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.</p> <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>All staff (including Support Staff) have technology both in school and to take home, to access all necessary digital resources and tools for Remote Education.</p> <p>Staff have had appropriate training to use all necessary equipment and tools to teach remotely and offer a remote curriculum, including to ensure they are accessible for pupils with SEND.</p>	<p>School are emerging in their use of the full Office365 package to support learning and, although they have provided excellent home learning to date, further CPD in relation to Office 365 is planned.</p> <p>Staff are currently delivering a high quality curriculum using Zoom and email, website social media etc and are</p>	4	<p>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.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for</p>	<p>I feel we have probably scored this one low due to the way we are using a small number of packages. However, this is a conscious choice and school are delivering outstanding learning and remote provision from this.</p> <p>We do not feel we need to expand our platforms at the moment as what we have is working incredibly well and staff and pupils are familiar with it.</p> <p>(This could be a 5.)</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 supported within their Year Group teams and opportunity for further guidance and ideas is offered. Staff access good practice within the school setting as well as through the MAT.</p>	<p>keen to further develop their skills.</p>		<p>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.</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>School is working with partner schools in the Creative Children's Academy Trust to provide an excellent offer of Remote Education.</p> <p>The three schools share information and strategies as well as offering each other guidance and support with new technologies. Eg: All three schools offered Parents Evening meetings to parents/carers via remote platform – School Cloud.</p> <p>As school has Senior leaders who work with outside providers – eg: ROSIS (LA) and Sheffield Hallam University – staff have benefitted from coaching around use of technology from these partners also.</p>	<p>Developing technologies mean we are never fully conversant with systems, software, hardware and platforms available – as a forward thinking school we are constantly striving to improve.</p>	<p>4</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • 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

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2	Parental comments
<p>Realistic expectations of pupils, parents and carers</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>Information, including policies and Risk Assessments have been shared with parents / carers.</p> <p>Staff are accessible to parents / carers via telephone calls and Year Group email.</p> <p>Clear outlines of school strategy have been shared, along with how to access learning – via Arbor, newsletter, school social media accounts.</p> <p>Parents and pupils are clear about when the live teaching lessons are taking place. Timetables have been shared and are also available on the website. Office staff also have all the information to answer any telephone or personal queries.</p>	<p>The few parents who have had issues with remote learning have had specific support and the offer of hard copy, technology, a place for their child in school.</p>	5	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>	
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and</p>	<p>Pupils are given daily opportunity to attend and participate in live online teaching as well as small break out groups for focussed support.</p>	<p>During the first lockdown, school initiated a series of interactive events for our families. These consisted of films</p>	4		<p>Please can you pass this on to Mrs ***** and thank her for the intervention pack she sent home for *****.</p> <p>Taken from an email from a Year 5 parent</p>

<p>belonging, especially disadvantaged and SEND pupils.</p>	<p>This includes all pupils. SEND pupils have specific and bespoke learning, both remotely and in school. Staff share learning regularly both on the website and the school social media platform – this is carried out in a supportive way to encourage participation and enthuse. Parents are encouraged to share their child’s learning – whether individually or on school social media to enable staff to interact and to ensure every child feels special.</p>	<p>contributed to by staff and some where families sent in electronic contributions. Eg: Thumbs up for Jude Sing a rainbow Book recommendations - including those from the local Secondary HT and some pupils</p> <p>We would like to pick these up for the current lockdown, although the high quality level of remote and online teaching has distracted from this.</p>			
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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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2	Parental comments
<p>Ensuring safety</p> <p>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>Safeguarding protocols are clear for parents, pupils and staff around the delivery of Remote Education. School has a Remote Learning Policy and Live online Learning Risk Assessment. (Both available on the school website.)</p> <p>There are two members of staff present for online live teaching to ensure one person has the capacity to scrutinise behaviour etc.</p> <p>All stakeholders are aware of the routes to report any remote learning safeguarding concerns (as with any other concerns) and this is regularly shared in newsletters, via posters outside school and online on our website.</p>	<p>Information regarding this element could be shared more clearly on the website. (rectified 18.01.2021)</p>	4	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>	
<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how</p>	<p>School has a Remote Learning Policy and Live online Learning Risk Assessment.</p>		4	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) 	

<p>to keep children safe whilst they are online.</p>	<p>(Both available on the school website and shared with all staff – also on the school LAN. Less experienced staff have been coached by and are monitored by SLT.)</p>			<ul style="list-style-type: none"> • teaching online safety in schools 	
<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>School has carried out a lot of work related to EHWB and were awarded a silver level on 27th November 2020. We gained the Carnegie Centre of Excellence for Mental Health in Schools ‘School Mental Health Award’ – Silver Status.</p> <p>Pupils are kept in touch with by school staff at all levels. Within the school setting assemblies are carried out remotely and these include some pre-recorded from the local vicar.</p> <p>Staff communicate with their pupils both through learning and teaching, and on an informal ‘fun’ basis. All staff ensure there are sessions throughout the day for both pupils in school and those ‘online’ to share leisure activities and pursuits – eg: pets, hobbies etc</p> <p>Vulnerable pupils are particularly targeted and the Learning Mentor and</p>		4	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>	<p>Thank you for doing this. The education side of things is important, but more important is their wellbeing - seeing your face and ***little friends today has been such a boost to her and us - thanks so much! Stay safe. FS2</p> <p>I'd just like to take this opportunity to thank all the Year 5 staff for their completely outstanding efforts in these difficult times. I'm sure it hasn't been easy but you've all gone above and beyond to make sure that children can still learn whilst at home. **** is thoroughly enjoying the experience in all live classes and has settled well into the new routine. The structure has clearly helped with her mental health and I accredit that to the amazing staff at Thorpe Hesley. It's also resulted in a less stressful time for us as parents who are trying to work full time</p>

	<p>safeguarding / wellbeing team carry out specific calls and even home visits where required. We access external partners such as ACT and Early Help for additional support and guidance.</p> <p>Staff ensure that there are many opportunities for fun and joy both in school and remotely, for example, we celebrate pupil birthdays with a card (posted where necessary) and there is a monthly 'party' to celebrate any birthdays that month. We aim to make all children feel special – particularly around their birthday!</p>				<p>whilst also trying to encourage and assist our children at home. Thank you for making the kids return to school this week ,as anxiety free as possible! They both settled so quickly and said 'it's just like normal school.' It made going to work and leaving them much easier, knowing they were happy & well looked after.</p>
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>We have appropriate data management systems according to GDPR.</p>			<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure 	
<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>As highlighted above, there is clear documentation around this. Parents, pupils and staff are clear around this area. Where necessary, they are not afraid to act to prevent poor behaviour, contacting parents etc.</p> <p>Teachers monitor and enforce good behaviour at all</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>	<p>Parent contacted regarding inappropriate use of chat on Zoom lessons.</p>

	times, both in school and remotely.			
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