



Remote Education Provision

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School Context

Overview:

Staffing

- The school employs 140 staff including:
 - Teaching staff - 59 (plus 6 ITTs)
 - Support staff - 59
 - Catering team - 16 (outside provider)

Students

- The school has 882 students on roll
- The number of students identified by the school for onsite provision is 142 inclusive of:
 - Key worker students - 24 (all are currently attending onsite provision)
 - Vulnerable students - 118
- Our vulnerable student cohort is made up of:
 - LAC - 8 students
 - Students with an Education Health and Care Plan - 14 students
 - Students open to social care (excluding LAC and EHCP) – 29 students
 - Additional students identified by the school – 67 students
- The school has distributed 248 Chromebooks to support home learning

Remote Education Provision:

All students access their normal school timetable remotely, with synchronous lessons via Google Meet whether they are:

- Students working from home
- Students of key workers on-site
- Students requiring additional support on-site

All staff use the following protocol in their delivery of online learning:

- Upload lesson resources to Google Classroom
- Email the Google Meet link to their class
- Record attendance of live lessons on Bromcom: Code 4 – attended live lesson and Code 5 – did not attend live lesson

During school closure, teaching staff have specific roles and responsibilities including:

- Replicating student timetables to ensure consistency and familiarity. Online lessons are likely to include teaching of new content and then independent work to allow students to consolidate the learning and apply knowledge/skills.
- Ensuring students know where to find the work on Google Classroom.
- Contacting students who do not attend by email to encourage participation.
- Liaising with the attendance team, HOY and FL to plan for tackling absent students.
- Providing regular feedback to include: verbal feedback during the lesson, via Google Form quizzes, whole class feedback to address misconceptions and written feedback on extended work submitted.

Ofsted Area	Grade
Overall Effectiveness	Good
Quality of Education	Good
Behaviour and Attitudes	Requires Improvement
Personal Development	Good
Leadership and Management	Good

Scoring

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

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Leadership

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

School scores leadership as 4 (embed) because practices and systems are in place and having impact with only minor gaps.

Remote education plan

There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.

Strengths

- The CEO, Headteacher and SLT have high expectations for remote learning - evidence in staff briefings, letters to staff and parents, planning documents and policies.
- The Trust remote learning policy exceeds the DfE's remote learning expectations.
- The Assistant Headteacher responsible for the Quality of Education has ensured that the remote learning policy has been adapted, in line with DfE requirements, to meet the needs of the school's context. This has been shared with leaders and staff at all levels. As a result, there is a clarity of expectation amongst leaders, teachers, students and parents and a clear framework of accountability.
- The remote education policy aims to ensure that teachers and students follow the school's normal curriculum and timetable as much as possible. Some refinements to the curriculum have had to be made for remote learning e.g. PE, food, music and practical experiments in Science - areas which are reliant upon teacher demonstrations and videos.

Areas for Development / Next Steps

- Adapt the school development plan for the rest of this academic year to reflect the outcomes and priorities from this self-review.
- Strengthen parent and student voice, particularly of vulnerable children and the SEND cohort, and ensure adaptations are made to meet students' needs.
- Refine MER procedures and implement online lesson observations and pupil pursuit to get a 'child's eye view' of what it feels like to experience remote learning.

Evidence drawn from:

- Trust Headteacher Meetings
- Remote Learning Policy
- QA exercises to date including student and parental feedback (currently based on a small sample)
- Student work

<p>Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Directors provide challenge and support for the CEO in the development of the Trust remote education policy. • The Local Governing Body holds the Headteacher and the senior leadership team to account for the development of the remote education plan/policy at school level. They ask about the strategic priorities for remote education. • Meetings with governors show they are fully informed about the operational and strategic direction of the school. • Middle Leaders have played an active role in adapting their curriculum plans to meet the remote learning approach and have supported their teachers in adapting to the changes and maintaining high expectations. • SLT meets with Heads of Year and Subject Leaders on a regular basis to ensure that expectations and plans are constantly reinforced and adapted based on feedback. • Parents are kept up to date of plans through letters from the CEO and Headteacher, emails and text messages from leaders and teachers. • Home-school communication shows: staff regularly reach out to parents (via social media, email, texts, phone calls and home visits) and that parents communicate positively about their child's learning from home. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Headteacher to produce a weekly letter to parents sharing the highlights of the week - to include aspects of the remote education plan that are working well and what we need to improve and how. • Leaders to further develop the use of the school website, social media, staff and parent newsletters to connect with the community. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> • Minutes of Governor Meetings and Headteacher Report for Governors • Letters and social media posts sent from the Trust and School • Analysis of text messages and phone call logs • Emails and messages from parents and students
<p>Monitoring and evaluating 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>Strengths</p> <ul style="list-style-type: none"> • The CEO and school leaders have put in place a robust system for monitoring student attendance to remote lessons. As a result, leaders are able to take swift action to ensure absences are followed up and good attendance continues to be promoted in line with normal school expectations. • Leaders have put in place a system that ensures that all staff members have a named person that makes contact with them on a regular basis. • Leaders make phone contact with staff and check in on their workload and wellbeing. This information is fed back to the Headteacher and used to inform ongoing monitoring and evaluation. As a result, leaders regularly review plans and adapt practice accordingly. • The staff absence policy has been adapted to take account of the current arrangements. As a result, staff are clear on who to inform and what to do when they are ill, in terms of remote learning. All procedures to record, monitor and support staff absence are comprehensive and in line with normal Trust policies and guidelines. • Leaders have used the information (changes in staffing, sickness levels, pupil attendance) to proactively adapt arrangements

	<p>to fit the school's context.</p> <ul style="list-style-type: none">● The school has used the outcomes of the Trust staff voice to improve practice e.g. communication and support from line management. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none">● Refine the recording system for 'work and wellbeing' check- ins with staff to ensure leaders are recording any concerns raised so that the information can be acted upon.● Staff, student and parental survey of remote learning to be carried out after Feb-half term to ensure leaders have a full overview of what is working well and what needs to improve. This will help to strengthen arrangements for remote provision. <p>Evidence drawn from:</p> <ul style="list-style-type: none">● Staff feedback and attendance records● Attendance Policy and Student Code of Conduct
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Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

School scores remote education context and pupil engagement as 4	
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> ● understanding their strengths and weaknesses to improve their learning ● how to learn from home ● how to manage their time during periods of isolation 	<p>Strengths</p> <ul style="list-style-type: none"> ● Frequent survey methods of home technology ensured that 200 laptops were allocated in the first week of remote learning so that any loss of learning was minimal. ● 248 laptops and 23 dongles have now been allocated to our most in need students so that they are able to access live lessons. ● The school has put in additional requests for support with national charities and businesses. ● The school has applied for extra internet allowance for the most disadvantaged students and continues to look for ways to increase the amount of devices for the school. E.g. through local businesses. ● Daily FTT and regular pastoral check-ins allow the school to understand the barriers to learning and communicate this quickly to all stakeholders so that loss of learning is minimal and immediate actions are put in place. E.g. if a student's internet is not working for a period of time. ● Weekly assemblies educate and guide students on routines, expectations and how to troubleshoot google meets / classroom when things go wrong. ● Weekly roundup assemblies share the strengths of learning in the year group and how to improve their experiences and learning. ● Weekly wellbeing FTT on the 5 steps to wellbeing ensures students are taking part in varied activities to manage their day and weekends. ● Dedicated school helpdesk and wellbeing email set up so that parents, carers and students can get immediate guidance from specialists. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Improve the education and guidance for parents on how to support their child with routines, expectations and wellbeing. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> ● Welfare calls and safeguarding logs ● Minutes of pastoral meetings ● ICT ownership survey
<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</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Frequent survey methods of home technology ensured that 200 laptops were allocated in the first week of remote learning so that any loss of learning was minimal. ● The school has robust systems in place to monitor student access to devices and the internet. ● 248 students have been provided with a device to access remote learning.

<p>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>	<ul style="list-style-type: none">● 23 dongles have been distributed to ensure pupils have access to broadband internet.● 1 to 1 virtual advice has been provided to ensure students can use the device adequately.● 1 to 1 socially distanced IT sessions provided for students.● Work packs are provided for some students who cannot access live lessons. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none">● A system of key worker support for those students who do not have a device and / or internet at home to check and assess learning.● Appropriate work books / packs produced / bought and followed up with key worker support and monitoring.● Target students not engaging with onsite tutorial sessions and support. <p>Evidence drawn from:</p> <ul style="list-style-type: none">● ICT ownership questionnaire● Attendance monitoring and safe and welfare checks
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Supporting children with additional needs
Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education. This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.

Strengths

- Students that have an Education, Health Care Plan have been invited to attend school with teaching assistant support for full or half days depending on their needs.
- Students that have an EHCP whose parents / carers have not accepted the invite for them to attend school are receiving telephone calls twice weekly from teaching assistants or their student pastoral manager and also receiving a home visit and close monitoring to ensure that they are online. Devices were provided for some of these students during the first lockdown and additional devices have also been delivered in recent weeks.
- Students are actively encouraged to email their subject teachers and form tutors if they are experiencing any difficulties.
- Students deemed to be disadvantaged and vulnerable for a variety of reasons including vulnerable with their learning, vulnerable with regards their social, emotional and mental health or living conditions have also been identified and have been invited into school to ensure that they have additional support in school.
- Students that are attending school have access to IT devices to enable remote learning. This is complimented by a high ratio of adult support. As a result, where students do not understand key topics or are experiencing technical difficulties, support can be provided in a timely manner, enabling learning to continue.
- Parents have received information regarding how to support home learning, but some parents do not yet have the skills, knowledge and understanding or acquisition of the English language to be able to fully support their child with remote learning. Where this has been the case, children have also been invited to attend school.
- Chat and chill sessions have been set up for vulnerable students and those that have an identified SEND and these will be rolled out further following evaluation.
- Additional interventions are currently being planned, so that students can access additional support either on a one to one basis or small group intervention for literacy, numeracy and social, emotional and mental health. We are also providing counsellor support.

Areas for Development / Next Steps

- Ensure the school implements a comprehensive review of SEND provision, looking at attendance, engagement, wellbeing and academic progress.
- To adapt staffing and create a timetable for the interventions and support for Literacy, Numeracy, SEMH and counselling. This will then be shared with staff, students and parents.
- Where SEND students are not accessing online lessons, despite having access to a device, they are to be invited into school to access virtual learning with additional adult support.
- Further support and guidance for parents to be considered and developed in student / parent friendly language with the offer of support for parents within school where appropriate.
- Consideration and discussion of an online parent's forum for those that have children with SEND who may require additional support.

Evidence drawn from:

- SEND risk assessment and action plan
- Weekly welfare checks and daily attendance logs

<p>Monitoring engagement The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Robust faculty and pastoral systems are in place to ensure all students attend lessons and consequences / support in place for those who do not attend. ● Students are rewarded frequently for their online learning successes, through subject awards, CFP's and virtual superstars. ● Proud Thursdays reward system launched which showcases students' work and achievements. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Students to have access to Read Write Inc. where this is their normal way of working or a reader pen if more appropriate. ● SLT to introduce code 6 to track pupils with poor engagement levels. This will allow us to accurately identify those who are attending lessons but not engaging or submitting work. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> ● Attendance monitoring and tracking ● Minutes of SLT meetings ● Records of safe and well checks
<p>Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● All teachers delivered how to access google meets and classrooms throughout term 1. This was revisited and reinforced virtually and through phone calls at the start of the lockdown period. ● Parental guide booklet to home learning produced and shared with all parents and carers. ● Frequent social media campaign highlighting the different areas of support that parents can offer to their children. E.g. routines, how to access google classroom and online lessons. ● The school's ICT department have created a video showing how to access google suite so that parental information is presented in a suitable and accessible way. ● Weekly assemblies have reminded students about how to access online platforms and resources and troubleshoot any difficulties. ● When required, some students have accessed 1 to 1 help with school staff. ● Dedicated helpdesk email created to ensure any difficulties are dealt with swiftly. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Inclusion structure to be implemented supporting students who are struggling to engage in remote learning. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> ● Information sent home to students and parents ● Attendance to on-site tutorials

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

	<p>School scores curriculum planning and delivery as 4 (Embed) because practices and systems are in place with minor gaps.</p>
<p>Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day <p>Key stages 3 and 4: 5 hours a day</p>	<p>Strengths</p> <ul style="list-style-type: none"> • All students follow their Normal timetable • All students continue to study a wide curriculum that includes all Core, EBacc and foundation subjects. • All students in both key stages are taught for 4 periods a day, the total learning time is 5 hours 10 minutes. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • For PE at KS3 and Core PE at KS4 teachers are setting a physical challenge at the start of lessons, so teachers are not delivering for the whole lesson. • PHSE lessons were not delivered initially due to more sensitive lesson content, but were introduced for Y7-9 in w/c 11th January with a focus on e-safety. Currently Y10 are not having PHSE lessons. • Research into use of recorded lessons to utilise resources created as part of November INSET. • Look at the timings of the day to reduce screen time for students and staff. • Research, share and develop the most efficient ways of tracking engagement for all students. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> • Remote Learning Policy • Attendance logs
<p>Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Well sequenced curriculum in place, where students continue to follow the curriculum outlined in faculty progression documents. The curriculum in all subjects allows for the incremental development of skills and knowledge. • New content is being delivered in all subjects. • Subject leaders have had a modelled example of a curriculum plan for remote learning shared and subsequently guided teaching teams in their own curriculum areas with medium term and short term planning. As a result, remote learning mirrors the planned in class curriculum with minor practical adaptations. • Some minor adjustments have been implemented on a bespoke subject basis to accommodate constraints such as access to

	<p>equipment or resources. E.g. theory work alongside videoed practical demonstrations in DT, change of novel in English to allow for online access to eBook.</p> <ul style="list-style-type: none"> ● Assessment schedules have been adapted by subject leaders to accommodate the current climate. Progress is measured using a range of formative assessment strategies, such as low stakes quizzing in lessons as well as more formal summative assessments where appropriate. ● Some staff have visualizers and virtual writing pads to enable them to mirror face to face curriculum where possible. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Subject leaders to forward plan for Spring 2 in case of prolonged period of remote learning. ● Gaps in learning as a result of lack of student engagement to be identified to allow for generation of recovery plans at faculty and whole school level. ● Faculty leaders need to be clear on which students have not engaged and start to develop mini recovery curriculums to rectify these gaps in knowledge when students return. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> ● Curriculum map and timetable ● Long term, medium term planning and individual lesson plans ● Observations of recorded lessons shared with subject directors and SLT
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● The school uses the Google suite as an online platform. All students have access to this via their school email. ● Live lessons are delivered in all subjects as per the school timetable via Google Meet. ● Resources are shared via Google Classroom. ● All students have had instructions on how to access the digital platform via form tutor time in the autumn term, in a letter home and a practical video demonstration via the website, Facebook and Twitter. ● Following the INSET CPD on 3/11/20, resources to support remote/blended learning and enhance the curriculum were developed as a follow up from the training e.g. instructional videos on exam technique (History and English), demonstrations of required practical experiments (Science) and step by step guidance on coursework completion in practical subjects. ● Teachers, are best placed to ensure the work they set for students with SEND is appropriate, and support during live lessons may include: additional scaffolded resources shared via Google Classroom; include support such as; explicit teacher modelling of process, exemplars that allow students to see ‘what a good one looks like’, writing frames, recaps of prior learning and low stakes quizzes. ● Opportunity for independent work is provided through Oak National Academy resources and other online packages such as Educake and Maths Watch used to support assessment and curriculum content. ● SEND/LAC students who find accessing the remote curriculum from home more challenging have been identified and are attending lessons in school where they access normal live lessons with their teacher, but have the support of a teaching assistant alongside. ● Students identified as vulnerable or having additional needs and the children of critical workers access the same curriculum as those working remotely, just on site.

	<ul style="list-style-type: none"> ● SLT have shared a QA plan with subject leaders to focus on identifying strengths in practice and potential training needs (12/1/21). So far English, Geography, Creative Arts, Performing Arts, Business and PSHE have conducted drop ins to live lessons. ● <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● All faculties to have completed initial QA of remote learning by 12/2/21. ● SLT to review faculty level findings looking for systemic themes and plan additional training/deploy support as required. ● Ensure that students are given enough time to complete tasks and reflect on their own learning. ● Research and then consider the use of pre-recorded lessons to address issues with technology, engagement and cognitive load. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> ● Google classroom ● Curriculum maps, lesson plans and resources ● QA with middle leaders
<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. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● The school has shared an expectations document with staff outlining the minimum offer in terms of marking and feedback. Staff are using a range of feedback strategies including: <ul style="list-style-type: none"> ○ Verbal feedback during live lessons through Q&A. ○ Whole class feedback on common misconceptions. ○ Written SET mark via Google documents. ○ Google Forms quizzes. ○ Online peer marking. ○ MathsWatch and Educake. ○ Specific tasks that are completed in books/ on paper and photographed that assess specific subject knowledge and fundamental skills. ○ Recap activities and/or re-teaching to address common misconceptions. ● Data collections, informed by ongoing formative assessment, to collect progress and attainment information will continue to take place as per the data calendar. <p>Areas for Development/ Next Steps</p> <ul style="list-style-type: none"> ● Planning a strategy for swift interventions at class teacher, faculty and whole school level using assessment information generated. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> ● Assessment and feedback policy ● Students work

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Capacity and capability

Schools support staff to deliver high-quality remote education.

	<p>School scores capacity and capability as 3 (Implement) because we are in the process of implementing systems and practices to address this.</p>
<p>Effective practice Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● DfE documents shared with SLT and reviewed at Leadership meetings. ● Discussion of key developments as a regular agenda item for SLT meetings. ● Key points summarised for staff and delivered through Headteacher briefing. ● SLT completed a comprehensive review of learning following the first lockdown period and have used lessons learnt to inform current strategy. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Develop middle leaders by increasing their understanding of guidance and resources available that can then inform subsequent planning for remote provision. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> ● Minutes of briefings and CPD sessions ● Staff guide ● Remote Learning Policy
<p>Staff capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● All staff have access to the digital platform and have a school provided device. ● Any staff who do not have appropriate access to the internet at home can work on site. Social distancing has been ensured by allocation of a designated teaching room. ● CPD on remote learning was delivered to all teaching staff on the INSET day (3/11/20). Teachers have had a practical guide for online learning (1/1/21) and an expectations policy document cascaded by subject leaders as an agenda item in Faculty Meetings w/c 18/1/21. ● Links shared to instructional videos on: Creating Google Form Quizzes, how to use the verbal comment function in Google docs/slides and access to Oak National Academy. ● Google Support and Troubleshooting Classroom for teachers which allows staff to identify problems and solutions and share good practice surrounding the digital platform. This live stream enables staff to seek support from colleagues around Google

<p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>facilities and their practical application.</p> <ul style="list-style-type: none"> ● Staff have had access to use of a second monitor screen to use whilst teaching live lessons. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Pinpoint subsequent CPD needs using faculty QA. ● Opt in CPD sessions to promote sharing of good practice to run from Thursday 11th February. ● Plan appropriate CPD sessions using latest DfE guidance and examples of good practice. <p>Evidence drawn from:</p> <ul style="list-style-type: none"> ● Minutes of briefings and CPD sessions ● Staff guide ● QA of recorded lessons shared with middle leaders
<p>Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● The scheduled meeting cycle remains in place, thus allowing regular department meetings and middle leader meetings to ensure the sharing of best practice. ● Trust led CPD sessions being delivered by subject Directors (w/c 18/1/21, 1/2/21 and 22/2/21) to focus on the new KS3 initiative. ● Streamlining of can do statements for DC2 (period of remote learning) to hone in on specific skills/knowledge in core subjects. This is being led at Trust level and guidance is in place from subject Directors. An assessment schedule has been shared with Faculty Leaders. ● Interaction with MAT colleagues through network groups to allow for the sharing of good practice across schools. ● Director led QA of remote learning in core subject <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Trust Directors to use findings from MAT level QA to support colleagues and share examples of effective practice observed and from their own research and development activities. ● Trust Directors to offer bespoke support packages to schools as required. ● Faculty leader engagement review meetings to look at bespoke packages, support and engagement of students. <p>Evidence derived from:</p> <ul style="list-style-type: none"> ● QA of trust level subject meetings chaired by Directors ● QA of CPD sessions led by Directors ● Trust level resources

Communication

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

School scores communication as a 4 (Embed) because practices and systems are in place with minor gaps

Realistic expectations of pupils, parents and carers

Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.

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).

Strengths

- Letter produced and shared with parents & carers outlining expectations and school timetable of live lessons.
- School policy on remote education written and made available on the school website.
- Parental home learning booklet available on the school website and shared on social media.
- Students are expected to complete 4 live lessons per day (5 hours and 10 minutes) plus a 15 minute FTT.
- Student code of conduct has been shared with parents, carers and students.
- Student training on how to submit work.
- 248 chrome devices have been provided to students to remove barriers to learning.
- Our virtual Y10 parents evening helped provide feedback to parents and students on their progress.
- We have continued to run calendared school events remotely where possible - including, 'Y8 options evening' which are intended to offer information to students / parents and maintain wider community links between school and families.
- Parents have access to tutorials or resources so they can help their child access remote learning.
- Parents know how to create a learning environment suitable for their child and can support their child's learning.

Areas for Development / Next Steps

- Staff / Student training on how to participate / talk / discuss and debate in lesson so that verbal participation increases.
- Parental support workshops.
- Improve the tracking and intervention around lesson engagement.

Evidence derived from:

- Information shared with students and parents via letter, email, website and social media.
- Analysis of attendance and work submitted.

School community events

Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.

Strengths

- All students are expected to take part in 4 live lessons per day and FTT.
- FTT each morning is varied and has a different focus each day, for example, wellbeing and national events, reading etc.
- Chat and chill sessions for disadvantaged and SEND students to encourage interaction and socialising.
- SEMH programme 1 to 1 support is offered to targeted students.
- We run an extensive list of celebratory rewards / events such as virtual superstars and proud Thursday and the half termly newsletter. These are shared directly with all students, parents and staff.

	<p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● CPD on the various ways to ensure pupils engage with online learning leading to increased participation in lessons. ● Roll out school cloud for subsequent parents' evenings and parental engagement events so that they can continue to take place virtually. ● Chat and chill sessions for targeted students ● Intervention sessions for SEND students that focus on their additional needs
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<h2 style="margin: 0;">Safeguarding and Wellbeing</h2> <p style="margin: 0;">Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.</p>	
	<p>School scores capacity and capability as 4 (Embed) because practices and systems are in place with minor gaps</p>
<p>Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Vulnerable students were identified prior to lock down and all staff received communication about the expectations of safeguarding these children. ● Any new students showing increasing vulnerabilities have also been invited into school to attend daily or to receive weekly calls and home visits to complete a safe and well check. ● All staff visiting families follow robust protocol and ensure that each child is physically seen and any child that is not seen is placed on a catch up home visit list the following day. ● Where a child is not seen or there is no parental contact, the school's police officer attends students' homes to complete a safe and well check and feedback to school. ● All staff are aware of their roles and responsibilities with regards to safeguarding children and young people. The mechanisms and systems for reporting and recording on CPOMS and via telephone remain exactly the same - staff asked to be curious and vigilant at all times. ● All staff have had detailed CPD regarding how to stay safe and keep students safe online as part of the Hayes Safeguarding Training. ● The SLT and safeguarding team have all completed DSL safeguarding training to upskill and ensure, in the event of staff absence, we have a large team trained at DSL level to add increased capacity in case of staff absence. ● Home Learning booklet and letters sent to parents and students to remind them of the steps to take when concerned about safeguarding.

	<ul style="list-style-type: none"> ● Effective use of social media. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● To ensure that form tutors and class teachers report any lack of engagement in a timely manner as this could be an early indicator of safeguarding concerns and indicate vulnerabilities within a family.
<p>Online safety If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● All staff have read and agreed to adhere to the remote learning policy. ● All teachers have a suitable environment at home/in the classroom to broadcast live lessons and record video lessons E.g. a neutral background that doesn't reveal anything about their home life. ● Devices that we have supplied to pupils include e-safety software which tracks the websites that pupils visit and blocks inappropriate content. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● To review the Online Safety Policy to reflect the increased exposure to online learning.
<p>Wellbeing Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Identified staff who are suitably qualified in Mental Health First Aid that students can contact for support. ● FTT allows FT to have daily check-ins with students. Robust systems are in place to follow up any nonattendance to FTT. ● Dedicated wellbeing email to allow parents, carers and students to seek help. ● Varied pastoral curriculum delivered daily enables students to check in, socialise and be guided for help and support. ● Weekly wellbeing FTT focuses on the "5 steps to wellbeing". This ensure students are being educated and guided in terms of the importance of mental health. ● The safeguarding and inclusion team have a dedicated member of staff to support mental health. They act as a direct link to Me in Mind and CAMHS. ● WPT has invested in Westfield Health which gives staff access to counselling and self-referral for support. ● All staff have continuous wellbeing checks from SLT and any staff concerns are shared with the Head and Deputy. <p>Areas for Development/Next Steps</p> <ul style="list-style-type: none"> ● Increase the frequency of wellbeing checks for all students and parents.
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● There are robust systems in place for managing data. ● Safeguarding information is managed via CPOMS. ● Staff are acutely aware to close their laptops when not in use at home and in school. ● Staff will only have access to information if they require it for example for home visits and telephone calls.

	<p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● To ensure that when there is a new admission that a transfer of records is requested formally by the data team as soon as the student is enrolled on day one. ● To ensure that key staff read through the data transferred regarding safeguarding on CPOMS or paper based records so that we are fully informed of the young person and their safeguarding history.
<p>Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Student code of conduct written and shared with students and parents in a variety of ways including assemblies, FTT, and correspondence with parents (letters and emails). This is continuously revisited through our pastoral curriculum. ● Amended behaviour policy for warn, move, remove and completion of CFC's has been written and shared with staff and students. ● The policy and code of conduct is implemented consistently by all members of staff across school. ● Rewards policy has been expanded to ensure students engage and remain motivated to learn. ● Clear line of accountability and consequences for poor behaviour. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● QA of lessons to monitor the effectiveness of the remorse learning code of conduct.