

**REMOTE EDUCATION SELF EVALUATION**

<b>Academy</b>	Eastgate	<b>Worked With</b>		<b>Date</b>		<b>Ref</b>	
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**HEADLINE DATA: PERCENTAGE TAKE UP OF ONLINE OFFER -**

<b>REMOTE EDUCATION : OFSTED October 2020</b> DfE published <i>temporary continuity direction</i> under Coronavirus Act 2020									
<b>KEY POINTS</b>									
<p><b>Remote curriculum is linked to our school's curriculum expectations</b></p> <p>The children are set five lessons per day. These consist of maths, literacy and a rotation of foundation subjects, thus ensuring a broad and balanced curriculum.</p> <p>Within maths, they are following a detailed sequence of lessons in line with our Medium Term plan. In addition, we ensure a robust and daily commitment to the practise of multiplication and division via Tackling Tables.</p> <p>Literacy is taught through daily spelling, grammar, reading comprehension and writing tasks which are informed by our Medium Term plan. Purple Mash is used to support this and allows for differentiation and support for SEND.</p> <p>Chosen books tied to wider curriculum to ensure strong links.</p> <p>Sequenced reading lessons are set via Serial Mash as this provides a quality range of online books from Reception to Year 6. Pupils read a chapter a day and are further supported by being able to access a video link of their teacher reading the chapter. They are set daily tasks which focus on reading comprehension in a variety of forms consistent with statutory testing.</p> <p>Pupils are set a daily writing task which embeds grammar and punctuation objectives taken from our detailed SPAG Medium Term plan. This is carefully tracked so that the sequence of learning builds on that previously taught and logs progress, so that teachers can identify gaps and plan for future teaching. Spelling is taught separately through a sequence of daily lessons which follow the National Curriculum.</p> <p>Science and Information Technology are taught on a weekly basis following our detailed Medium Term plans. Lessons are sequenced and build on prior learning and are supported by online dialogue, links to other learning platforms and direct teacher input eg phone call.</p> <p>Foundation lessons are provided for history, geography, art, music and PE. The lessons are created using Purple Mash, BBC Bitesize, NCETM, White Rose Maths, NRICH and other sources. Each lesson has a 2Do task created on Purple Mash that provides children with the means to submit their work. It also provides the teaching staff with detailed formative assessment. Within the 2Do task, are links to teaching videos, information and presentations that provide children with the input needed to access the lesson. All still follows MTP as far as possible. Where some areas are difficult to resource, the academy has made curricular choices that allow children to access the learning.</p>									
<p><b>Remote teaching uses and gives access to high quality on line and offline resources</b></p> <ul style="list-style-type: none"> <li>• See above. BBC Bitesize, NCETM, White Rose and NRICH used to support</li> <li>• National Oak Academy materials</li> <li>• Purple Mash used to provide and collect work</li> <li>• Developing Experts for Science and Tackling Tables</li> <li>• Videos are used to support remote learning. The academy has made use of YouTube and Loom. Daily recording of reading books.</li> <li>• Teacher input is every day and makes use of recorded input or other resources (Oak etc)</li> </ul>									

<p><b>On line tools are consistently used across the school</b></p> <ul style="list-style-type: none"> <li>• Purple Mash – allows interaction and ongoing dialogue and feedback. Phase leaders can view all interactions and submissions across the phase. Lessons can be monitored through this method.</li> <li>• All To Dos can be downloaded and analysed. PM tasks can be reset so that child can redo a piece of work as a result of feedback.</li> <li>• Marvellous Me is used to support both the learning and communication between school and home</li> <li>• See above</li> <li>• Student teachers can be monitored through Purple Mash.</li> </ul>			
<p><b>Printed resources for pupils who don't have suitable online access</b></p> <ul style="list-style-type: none"> <li>• Paper packs provided to children who are unable to attend school or who do not have internet access or appropriate hardware.</li> <li>• Packs delivered if not collected and returned. Most children are accessing online learning.</li> <li>• 20 laptops have gone out to vulnerable children. The academy still has spare capacity if needed.</li> </ul>			
<p><b>Adapted teaching offer for pupils who are not able to access remote education (e.g. SEND, younger pupils)</b></p> <p>We work closely with our families and offer a range of support:</p> <ul style="list-style-type: none"> <li>• SEND pupils who are unable to access the learning set for the main body of the class are set differentiated work which is in line with their Individual Education Plan (IEP)</li> <li>• SEND pupils are supported by regular contact with their 1 to 1 support teacher to ensure that continuity and well-being are maintained.</li> <li>• All vulnerable children are encouraged to attend school but where this is not possible a regular dialogue with the class teacher is maintained.</li> <li>• We recognise that families with children with SEND are under additional strain during lockdown and we endeavor to support the family alongside the child.</li> <li>• Our families have access to support through, facebook, emails, text, Purple Mash and phone calls. This access extends beyond normal school hours</li> </ul>			
<p><b>Tasks set are meaningful and ambitious</b></p> <ul style="list-style-type: none"> <li>• Work matched to the MTP</li> <li>• Catch-up in place for lower and higher ability children</li> <li>• Knowledge curriculum remains the driver</li> <li>• Staff are setting own To Dos for children in a differentiated offer – SEND and HPA</li> </ul>			
<p><b>Tasks are set in a number of different subjects EACH day</b></p> <ul style="list-style-type: none"> <li>• Yes. Full timetable provided to all families that covers the full curriculum offer.</li> <li>• Foundation subjects are covered on a timetabled basis and make use of external support materials – see above</li> </ul>			
<p><b>Curriculum is planned and well-sequenced and knowledge and skills are built incrementally</b></p> <ul style="list-style-type: none"> <li>• MTP planning followed</li> <li>• Phase leaders and MLs have cross-checked MTP to the work provided for children</li> <li>• Monitoring is ongoing and the feeling is that children are continuing to make good progress despite the challenges</li> <li>• Remote learning has developed opportunities that will be carried forward into class teaching</li> <li>• Phase leaders can see what is being set across teaching teams due to a shared planning approach</li> <li>• WhatsApp! Groups set up as a phase to share concerns and ideas. Planning and delivery can be more reactive to the needs of the children</li> <li>• Lessons are sequenced to develop knowledge and memory</li> </ul>			
<p><b>Content is explained frequently - by a teacher in our school, or high quality curriculum resources or videos</b></p> <ul style="list-style-type: none"> <li>• See above</li> <li>• Teachers planning is responsive to the feedback of teachers and children. Dialogue is constant between home and school</li> </ul>			
<p><b>A system is in place to check how well pupils are progressing</b></p> <ul style="list-style-type: none"> <li>• Quizzes used to support learning and progress checks</li> <li>• Phase leaders monitor the work set and the work returned</li> <li>• Google doc is in place for teachers to complete when children return a piece of work – if they haven't engaged a member of staff calls the family the next morning to discuss with parents and offer further support</li> <li>• If children are not working at home they are expected to attend the academy</li> </ul>			

**Teachers are clear about how regularly they are expected to check children's work**

Dates		W/C 4 Jan	W/C 11 Jan	W/C 18 Jan	W/C 25 Jan	W/C 1 Feb	W/C 8 Feb	W/C 22 Feb	W/C 1 Mar
YR	School	6	7	8	8	10	8	11	11
	Purple Mash	16	24	22	24	22	24	20	21
	No engagement	10	1	2	0	0	0	1	0
	Total	32	32	32	32	32	32	32	32
Y1	School	7	8	8	10	10	8	11	10
	Purple Mash	24	25	25	24	24	26	21	20
	No engagement	3	1	1	0	0	0	2	4
	Total	34	34	34	34	34	34	34	34
Y2	School	5	5	5	5	6	5	7	8
	Purple Mash	23	24	23	23	23	23	22	20
	No engagement	1	0	1	1	0	1	0	1
	Total	29	29	29	29	29	29	29	29
Y3	School	8	15	13	15	19	8	18	19
	Purple Mash	31	28	30	29	25	30	27	25
	No engagement	6	2	2	1	1	7	0	1
	Total	45	45	45	45	45	45	45	45
Y4	School	2	4	4	4	7	2	6	6
	Purple Mash	38	39	39	38	36	38	36	35
	No engagement	3	0	0	1	0	4	1	2
	Total	43	43	43	43	43	43	43	43
Y5	School	4	7	8	8	10	6	10	10
	Purple Mash	38	37	36	36	34	38	32	32
	No engagement	2	0	0	0	0	0	2	1
	Total	44	44	44	44	44	44	44	43
Y6	School	11	11	14	13	14	8	12	12
	Purple Mash	35	34	32	32	32	35	33	31
	No engagement	0	1	0	1	0	3	1	3
	Total	46	46	46	46	46	46	46	46
Total	School	43/273 (16%)	57/273 (21%)	60/273 (22%)	63/273 (23%)	76/273 (27.83%)	45/273 (16.4%)	75/273 (27%)	76/273 (28%)
	Purple Mash	205/273 (75%)	211/273 (77%)	207/273 (76%)	206/273 (76%)	196/273 (71.79%)	214/273 (78.3%)	191/273 (70%)	184/273 (67%)
	No engagement	25/273 (9%)	5/273 (2%)	6/273 (2%)	4/273 (1%)	1/273 (0.38)	15/273 (5.3%)	7/273 (3%)	12/273 (5%)
	Total								

- Feedback is given to children daily, sometimes twice a day so that children can respond to adjustment/ improvement suggestions given by their teacher.
- If more is required contact is made to arrange a time slot for a live teaching intervention. SLT analyse the trends. Last week 98% engagement, but SLT monitor the quality of the work.
- There is also a daily Google doc. Work is set daily with feedback throughout the day

**Teachers adjust the pace or difficulty of teaching in response to assessments carried out**

- See above

**Remote education programme is equivalent to the core teaching that would take place in school**

- See above

**Remote education programme includes daily contact with teachers (aspirational)**

- Communicating with a teacher, but the children do all receive a daily message on Purple Mash.
- Minimum of 5 comments per day (Av. 150 message per day per class)

<b>LICENSING</b>			
<b>We have appropriate licenses for staff and pupils to access the chosen learning platforms and software</b> <ul style="list-style-type: none"> <li>• Yes, managed centrally</li> </ul>			
<b>SOFTWARE SETTINGS</b>			
<b>The settings for software our school intends to use have been checked</b> <ul style="list-style-type: none"> <li>• All checked by Academy tech support, signed off ready for use</li> <li>• Laptops loaned to the home have been pre-set and limited accessibility secured by Tech support</li> <li>• Loan agreements in place, signed by parent and the Academy</li> </ul>			
<b>PROTECTING ACCESS TO LEARNING</b>			
<b>Our Remote Education Policy explains how our school users share access passwords/links</b> <ul style="list-style-type: none"> <li>• Needs to be on the website asap.</li> <li>• Secure practice in place, and part of policy</li> </ul>			
<b>Our users know they must avoid using the same password for different sites &amp; users</b> <ul style="list-style-type: none"> <li>• Training for all has happened and individual passwords submitted to pupils</li> </ul>			
<b>Our users know they must avoid publically publishing passwords</b> <ul style="list-style-type: none"> <li>• Yes</li> </ul>			
<b>Our users are aware that our school connections are filtered but home connections are not</b> <ul style="list-style-type: none"> <li>• Yes</li> </ul>			
<b>SAFEGUARDING</b>			
<b>Procedures for reporting safeguarding concerns have been updated (e.g. COVID Addendum to policy)</b>  <p>In the first instance the class teacher will leave a message via Purple Mash or Marvellous Me. If engagement does not improve within two days our Online Engagement Officer will contact parents by phone and feedback to teachers. Sometimes a decision is made for the teacher to make the phone call if this is more appropriate.</p> <p>Persistent issues or those that raise greater concerns, such as for a vulnerable child, are reported to the DSL and a decision is made as to appropriate action such as a home visit.</p> <p>Wellbeing checks – vulnerable person spreadsheet. 3 members of staff make contact over the course of a week (CiN, EHCP). No s17 or s47 currently. Number of FSPs. No child with significant concerns at home. Where concerns exist the teachers do have daily contact.</p> <p>My Concern logs are reduced. Notes are added to the child logs on My Concern as needed.</p> <p>Lots of home visits have been taking place, which has been supportive of both children and parents. Parents have responded positively to the support provided to families.</p>			
<b>Staff responsibilities relating to safeguarding clearly communicated (e.g. signed policy read &amp; understood)</b> <ul style="list-style-type: none"> <li>• Completed</li> </ul>			
<b><u>ALL</u> staff understand how to report and seek help (e.g. signed policy read &amp; understood)</b> <ul style="list-style-type: none"> <li>• Full system in place. BGU students have also been trained in My Concern and the academy's procedures.</li> <li>• Email reminder regarding no 1:1 calls. Needs a log of all calls taken.</li> </ul>			
<b>TRAINING</b>			
<b>Staff have received training and opportunities to practise using software/systems we intend to use</b> <ul style="list-style-type: none"> <li>• Completed in autumn term, including TAs</li> <li>• TAs have completed Educare training</li> <li>• MH training next week start</li> </ul>			
<b>Staff training on effective pedagogies they can use in an online environment has taken place (aspirational)</b> <ul style="list-style-type: none"> <li>• INSET Jan – focused on teaching remotely.</li> <li>• Teachers been trained in how to put together lessons on the systems</li> <li>• Live lesson video in place for staff</li> </ul>			
<b>Training for parents in school methodology using e.g. podcasts or videos has taken place (aspirational)</b> <ul style="list-style-type: none"> <li>• No videos</li> <li>• Parents sitting in on live lessons</li> <li>• Phone calls used to support or visit</li> <li>• Staff have undertaken 1:1 support on setting laptops</li> </ul>			

<ul style="list-style-type: none"> <li>• FB is used to support</li> <li>• Response usually within 1 hour from the academy</li> </ul>			
<b>MONITORING &amp; ASSESSMENT</b>			
<b>Leaders have clearly defined how they will monitor remote learning (e.g. joint access, passwords, logs)</b> <ul style="list-style-type: none"> <li>• See above</li> </ul>			
<b>COMMUNICATION</b>			
<b>Clear communication about what we will provide and what we expect back from pupils and home</b> <ul style="list-style-type: none"> <li>• At least daily through Purple Mash for all children</li> <li>• Vulnerable children are able to talk to someone more than once per day</li> </ul>			
<b>All policies affected by remote learning have been updated (e.g. curriculum, E-Safety, IT Acceptable Use)</b> <ul style="list-style-type: none"> <li>• Included within remote learning policy</li> <li>• T&amp;L policy has an added paragraph to cover remote learning</li> </ul>			
<b>Staff, pupils and parents are clear about what the Remote Learning Policy means to them</b> <ul style="list-style-type: none"> <li>• See above</li> </ul>			
<b>CYBER SECURITY</b>			
Users know they need to keep back-ups up to date			
Appropriate virus protection is in place for our infrastructure			
Endpoint users are fully protected			
Staff and pupils know about scams, protecting passwords and local policies relating to infrastructure			
Staff and pupils do not use USB sticks			
We manage our user population, (e.g. delete ex-staff no longer on systems/collect fobs etc.) <ul style="list-style-type: none"> <li>• A rigorous approach to this takes place when needed as part of exit process for staff who leave</li> </ul>			

#### REMOTE LEARNING ACTIONS REQUIRED:

<b>Assembly</b> – How is this being managed at class and whole school level? Zoom is planned for class assemblies Class still doing their Circles Still to do assemblies at a whole school level
<b>Pupil Premium</b> – Proportion taking up the learning offer, additional support and how are staff following up with those children who do not engage? Take up of the learning offer is high. Additional support is in place through interventions. One child who was not engaging, but the academy has worked with families and is now in school. Member of staff contacts daily and the expectation is that if the children do not engage with learning then they should be in school. Traveller family engaging with the school and will be attending school at least 3 days per week.
<b>Catch-up funding</b> How is the catch-up funding being used to support those children who are off trajectory? What support is in place for those children though lockdown? Live interventions where appropriate are in place. Interventions follow-up teaching input and assessment points. Academy is investigating Learning through Questions.
<b>Monitoring</b> – How and who? How do we know the remote offer is of high quality and matched to the curriculum plans? How do we know that children are making progress and that all children are receiving regular feedback from their teachers? See above
<b>Website</b> – Compliant? When was this last checked and by whom? Does the website reflect the remote offer available? Not compliant yet as there are missing elements. This is an urgent piece of work for the academy.
<b>Social Media/All About Me/Dojo overview</b> FB is used well to engage with parents as is Marvellous Me. Social Media is used well to support learning and wellbeing of children and parents.
<b>IT Challenges</b> Camera not working on a laptop – is in hand. Laptops are on order. Children's Outlook accounts were an initial but now sorted. Teams setup ready for use in the future.

#### Principal's Comments

**Regional Adviser Signature**