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Eccleston CE Primary School

**Remote Education Review and Action Plan**

**2021**



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| **Contextual information** | | | | | | | |
| **School name** | | **Eccleston CE Primary** | **Headteacher** | **Katie Prescott** | **Academic year** | | 2020 to 2021 |
| **FTE staff** | | **5** | **Number of pupils** | **96** | **% pupils accessing in-school learning** | | 100% |
| **% PPG pupils** | | 9% | **% SEND pupils** | 13% | **% EAL pupils** | | 5% |
| **Catch-up premium** | | £ | **% staff absences – COVID related** | % | | | |
|  | | | | | | | |
|  | **Quality of remote education** | | **School response** | | | **Impact** | |
| **Leadership of remote education (Intent)**  **‘**Leaders have a clear and ambitious vision for providing high-quality remote education to all pupils. This is realised through strong, shared values, policies and practice.’ | | | | | | | |
| * What is the **rationale** for your remote education plan/policy? Have you taken into account the different ways education can be provided remotely, namely digital remote learning, blended learning (mix of face to face & remote) and synchronous education? Is there an identified leader with the overarching responsibility for the quality and delivery of remote education? | | | * Our Remote Education Plan take note of the importance of blended learning. The Headteacher is the lead for the plan. We provide a mix of online live teaching, face to face teaching for the children in school and tasks to be completed at home or in school. We use live teaching at least three times a day in order to make contact with our children, teach new skills and consolidate existing knowledge. Work is then set by the teacher, which may include watching a video, which is then sent back to school for feedback. | | | * Very high engagement across all year groups * Around 30% of pupils are in school * Around 98% of pupils are online every day; 100% of pupils are engaging in remote learning in some form | |
| **Evidence base**: Remote Education Plan, school website  **Published support**: DfE: [Providing remote education information to parents: template - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template); [Remote education webinars - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/remote-education-webinars); [Remote education research - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/remote-education-research/remote-education-research) | | |
| * How have you taken into account the **school** **context** of the pupil and parental community to ensure pupils can remain engaged in their education e.g., how are you overcoming the barriers to digital access for some pupils? | | | * Devices have been provided to families in need of them * Our Remote Education Plan takes into account the fact that many families may have only one device and more than one child; hence we have a staggered timetable for live delivery * The overwhelming majority of our families are supportive and engaged with our plan | | | * 98% of our pupils are attending remote live lessons, including those on Pupil Premium | |
| **Evidence base**: Audit of access to laptops, tablets, and internet access; parental preference to remote education e.g., paper copies.  **Published support**: [Get help with technology during coronavirus (COVID-19)](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) guidance for support on providing pupils with [laptops, tablets](https://get-help-with-tech.education.gov.uk/devices) and [internet](https://get-help-with-tech.education.gov.uk/internet-access). | | |
| * How have **staff and governors** been involved in the planning of remote education? Are senior leaders fully aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching? | | | * Our Remote Education Plan was drawn up by all teachers and approved by governors. Guidance from the DfE has been cascaded to all staff by the Senior Leadership Team | | | * All staff are aware of the need for quality education to be provided remotely and of the DfE requirements | |
| **Evidence base**: Governing body minutes, staff meetings, staff feedback  **Published support**: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes [short videos](https://edtech-demonstrator.lgfl.net/guidance/contingency) developed by schools. [Cyber security in schools: questions for governors and trustees](https://www.ncsc.gov.uk/information/school-governor-questions)gives guidance on how to remain cyber-secure | | |
| * What contributions have the **SENCO and Designated Safeguarding Leader** made to the plan? How are pupils with additional needs being supported? Any changes to school policies e.g., safeguarding policy, behaviour policy?   **Note:** Safeguarding (online safety, data management) is part of the COVID-19 risk assessment | | | * Our Safeguarding Policy was adapted according to the implications of Covid and cascaded to all staff * Our SENDCO was strongly involved with our plan as well as regularly completing a copy of the *Reasonable Endeavours* form for all pupils on the SEND register * Weekly contact was made with all SEND pupils not attending school in person * Teachers differentiated work as much as they were able to and some children were given one to one remote sessions as appropriate | | | * We feel all children across school are being given the best support we are able to offer | |
| **Evidence base**: SEND policy, safeguarding policy, behaviour policy, school website.  **Published support**: [Supporting pupils with Special Educational Needs | EdTech Demonstrator Programme (lgfl.net)](https://edtech-demonstrator.lgfl.net/guidance/special-educational-needs); [Specialist lessons - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/specialist); [Restricting attendance during the national lockdown: schools (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf); [Safeguarding and remote education during coronavirus (COVID-19); [Teaching online safety in schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19) GOV.UK provides guidance on [behaviour expectations](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#behaviour-expectations) in schools. | | |
| * How have you communicated the remote education plan to **parents and carers?** Is there a clear plan, accessible to all parents? Is the school using a digital platform to support effective communication such as interaction, assessment and feedback? Any feedback? Have you audited your current communications (especially with less-involved families) to assess what is working well and what is not? Is the plan/policy published on your website (statutory 12 February 2021)? How are you supporting parents support their child/ren’s learning? | | | * Our Remote Plan was available on the website in the autumn term of 2020. Communication with parents on 3rd January was swift and detailed as soon as school closures were announced; letters detailing the day for each class were prepared and ready to be sent out. Quality remote education began on the 2nd day of school closures * Feedback was given to groups remotely and live. Individual feedback was sent by email * Feedback from parents is overwhelmingly positive * Parents who emailed school asking for further help are replied to in a timely fashion | | | * Parents will feel well supported overseeing their child’s education throughout any lockdowns | |
| **Evidence base**: Remote Education Plan, school website, parental feedback, pupil feedback  **Published documents**: DfE Remote Education: Information to parents EEF [Communicating\_Effectively\_with\_Families\_-\_Guide\_for\_Schools.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf) | | |
| * How have you **planned the curriculum** for remote education? Is it planned to align with your existing curriculum? If not, what changes have you made? *(succinct overview of planned curriculum)* | | | * The teaching of Maths and English remains very close to original planning, using quality schemes and quality texts. These are delivered live to all classes * RE, History and Geography will continue * Subjects such as Music and Art will continue as best we can, but will be more listening and appraising based * Science will continue but take more of a factual knowledge content rather than investigative * Children and families will be signposted to resources for Physical Education such as Joe Wickes or yoga websites, or given physical challenges to complete at home | | | * Our broad and balanced curriculum will mainly continue | |
| **Evidence base**: Remote Education Plan, school website, curriculum plans  **Published documents**: Oak Academy [2020–21 Oak Curriculum - Oak National Academy (thenational.academy)](https://www.thenational.academy/2020-21-oak-curriculum) | | |
| * Does your provision meet the DfE **minimum requirements** each day?   + Key stage 1: 3 hours a day   + Key stage 2: 4 hours a day   + Key stage 3 & 4: 5 hours a day | | | * Key Stage 1 will be issued with at least 1.5 hours a day live teaching and approximately 2 hours work to complete a day * Key Stage 2 will be issued with at least 1.5 hours live teaching and approximately 2.5 hours work to complete each day | | | * All statutory requirements will be met and in many cases exceeded | |
| **Evidence base**: Remote Education Plan  **Published documents:** DfE [guidance for full opening](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res). | | |
| **Delivery of remote education (Implementation)**  ‘Teachers create an environment that focuses on pupils. The teaching materials that teachers select in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the remote curriculum.’ | | | | | | | |
| * Have all staff had the appropriate **training** **and support** to use digital tools and resources, including how to ensure they are accessible for pupils with SEND, to enable staff to implement the school remote plan? Are you providing additional training to ensure staff continue to support remote teaching effectively? Are there opportunities to share ‘good practice?’ | | | * All staff were involved in the drawing up of our Remote Education Plan * All staff received training on Google Teams * Any families struggling to access live teaching will be offered help | | | * Staff are happy and confident when delivering live lessons | |
| **Evidence base**: CPD records  **Published documents**: Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on [how to set up a virtual classroom](https://edtech-demonstrator.lgfl.net/guidance/getting-started) and how to [embed technology into teaching practice](https://edtech-demonstrator.lgfl.net/guidance/strategy). | | |
| * How did you decide what **curriculum content** is intended to be taught? How have you ensured the curriculum has been carefully **sequenced** so that pupils are obtaining the **building blocks** they need to move onto the next step? | | | * Maths, Reading, Phonics and Writing will be given priority and taught every day as appropriate * Teachers will continue to follow the National Curriculum and their own progressive plans * Teaching will be well thought out and planned according to the needs of the children * Assessment will be carried out as rigorously as is possible and will be mainly informative for next steps | | | * Content taught will be appropriate and progressive | |
| **Evidence base**: Remote curriculum plans  **Published documents**: [Oak National Academy](https://www.thenational.academy/2020-21-oak-curriculum) provides resources and guidance on how to map resources to a school’s existing curriculum. | | |
| * **Phonics and reading** – how are you ensuring phonics and early reading is being taught? How are you supporting pupils to read? | | | * Phonics is taught live and daily * Reception children will read ‘live’ to their teacher remotely so that misconceptions can be addressed and phonic knowledge built upon * Parents will be invited to read alongside their child during live individual sessions so as to ensure continuity when continuing learning at home | | | * Phonics teaching will be as effective as possible under difficult circumstances | |
| **Evidence base:** phonics and reading, pupils’ achievements | | |
| * Does teaching develop **existing knowledge and skills**, such as handwriting, spelling, phonics, or place value? | | | * Teaching in Maths and English remains progressive and based upon formative assessments | | | * Teaching will be purposeful and effective | |
| **Evidence base**: School curriculum, planning  **Published documents**: Ofsted [What's working well in remote education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education) | | |
| * Which **remote teaching methods** are you using to support remote education - digital remote learning, blended learning (mix of face to face & remote) and synchronous education? For example, use of textbooks, live teaching. | | | * We will use a blend of remote live teaching, face to face teaching and digital remote learning * Work will be issued for parents to pick up weekly – this will include the loan of any relevant text books, resources and worksheets to enhance learning | | |  | |
| **Evidence base**: Remote Education Plan  **Published documents**: Ofsted [What's working well in remote education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education) | | |
| * Have you agreed **‘best practice’** teaching principles for remote education based upon effective research? For example, ensuring pupils receive clear explanations, supporting growth in confidence with new material through scaffolded practice, application of new knowledge or skills, and enabling pupils to receive feedback on how to progress. | | | * We will check explanations through effective questioning * Teaching will be a blend of group discussion, practising of new skills and independent work | | |  | |
| **Evidence base**: Remote Education Plan  **Published documents**: DfE [good practice](https://www.gov.uk/government/publications/remote-education-good-practice) and [how to adapt teaching practice](https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education) for remote education. The Education Endowment Foundation provides a [metacognition and self-regulation toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning; [Remote education research - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/remote-education-research/remote-education-research) | | |
| * How are you assessing **pupils’ engagement** in their learning? Is this daily? Is there a system in place to inform parents when engagement is a concern? | | | * Good examples of work will be shared on screen * Work will be emailed to the class teacher | | |  | |
| **Evidence base**: Remote Education Plan  **Published documents**: Advice on how schools should monitor engagement is highlighted in the [remote education expectations guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res); [Actions for schools during the coronavirus outbreak - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#res); Ofsted [What's working well in remote education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education); Ofsted research finds pupil motivation around remote education is a significant concern for parents and school leaders - GOV.UK (www.gov.uk) | | |
| * What plans do you have in place for **assessment and providing feedback** to pupils? Is the digital platform supporting effective communication such as interaction, assessment and feedback? | | | * Discussion * Questioning * Sharing of work | | |  | |
| **Evidence base:** Remote Education Plan  **Published documents:** EdTech Demonstrator networks have produced a range of webinars and tutorials, including [sharing advice and top tips on ways to monitor and evaluate progress](https://www.google.com/url?q=https%3A%2F%2Flgfl.planetestream.com%2FView.aspx%3Fid%3D4384~4t~UZIMjDBF&sa=D&sntz=1&usg=AFQjCNEB_H8xYa6N86Up95dpGaSyNRf8lg). | | |
| * How are you planning opportunities for **peer interactions**? Are pupils being given regular opportunities to attend and participate in **shared, interactive lessons** and activities to maintain a sense of community and belonging? Is this having a positive impact upon pupils’ motivation? | | | * Teaching will be collaborative and discussive as much as possible. We also offer an element of fun quizzes and active sessions to keep children engaged and interactive * Use of chat facility for children to offer ideas and answers | | |  | |
| **Evidence base**: Remote Education Plan  **Published documents**: Ofsted [What's working well in remote education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education) | | |
| **Monitoring and evaluating the quality of remote education (Impact)**  ‘Pupils achieve well, and SEN pupils achieve the best possible outcomes.’ ‘Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.’ ‘The practice and knowledge of staff builds and improves over time.’ ‘Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.’ The school provides high-quality pastoral support to support wellbeing and mental health.’. | | | | | | | |
| * What systems do you have in place to monitor the **impact of remote education**? For example, monitoring the impact upon staff workload, having access to staff and pupil absence/sickness, how well pupils are achieving? | | | * Staff workload is carefully monitored by the Senior Leaderships Team and support offered as appropriate * Pupil absence is monitored by the class teacher with interventions as appropriate | | |  | |
| **Evidence base**: School monitoring records  **Published documents**: [recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year); [full opening for schools: school workforce](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-workforce); [remote education good practice](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision); [wellbeing during remote education](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#pupil-wellbeing-and-support). | | |
| * How are you monitoring the quality of remote education? Are pupils achieving well? Are there any barriers to pupils achieving well? How have you overcome these barriers? | | | * Senior Leadership team will regularly discuss and check with staff * Internet issues may be a barrier in a rural setting | | |  | |
| **Evidence base:** School monitoring records | | |
| * What aspects of providing remote education have had **significant impact** on pupils/staff/provision – including financial constraints? | | | * Devices provided for families who need them * Printed work provided for families who need it | | |  | |
| **Evidence base:** School monitoring records | | |
| * How are you monitoring the impact of the **additional funding**? | | | * Yes | | |  | |
| **Evidence base**: COVID-19 action plan | | |
| * Any **celebrations or challenges** faced by the school in remote education? | | | * Overwhelmingly positive comment from parents | | |  | |

Use a colour coded highlighting system to evaluate your remote education - using coloured pens highlight or circle your strengths in green and areas for improvement in orange.

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| **A picture containing diagram  Description automatically generated** | **Quality of education** | | | | | | | | |
| **Intent** | | | **Implementation** | | | | | **Impact** |
| **Rationale** | **Ambition** | **Concepts** | **Subject knowledge** | **Progression** | **Breadth & depth** | **Assessment** | **English** | **Pupil achievement** |
|  | Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. | The curriculum is successfully adapted, designed, or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence. | The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.  Pupils study the full curriculum. | Teachers have good knowledge of the subject(s) they teach.  Leaders provide effective support for those teaching outside their main areas of expertise.  Teachers create an environment that focuses on pupils. The teaching materials that teachers select in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum. | Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.  The work given to pupils is demanding and matches the aims of the curriculum. | Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught.  They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. | Reading is prioritised to allow pupils to access the full curriculum offer.  A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence, and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.  The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.  Teachers ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well. | Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.  Pupils are ready for the next stage of education, employment, or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.  Pupils’ work across the curriculum is of good quality.  Pupils read widely and often, with fluency and comprehension appropriate to their age. They can apply mathematical knowledge, concepts, and procedures appropriately for their age. |

**Appendix**

1. School Remote Education Plan
2. School COVID-19 funding action plan

*Include any other relevant documents.*