

1. Identify	2. Develop and Plan	3. Implement	4. Embed	5. Sustain
Not yet in place or 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.
Approach	Strengths	Gaps	Score (1-5)	Potential actions and resources if score is 1 or 2
Leadership				
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.	<p>Senior Leader identified - Mrs Kendall Assessment & Curriculum Leader & DHT</p> <p>Middle Leader Team in place to lead and oversee their area in school.</p> <p>All roles communicated clearly with parents and displayed on the dedicated home learning website.</p> <p>SLT to remain aware of up to date changes and will attend training to support remote learning. (Oak academy/DFE remote learning training etc.)</p> <p>A detailed User Guide was written for parents and key stake holders. Sent out via Parentmail on 08.01.21</p>		5	<p>To help develop your remote education plan: 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>Cyber security in schools: questions for governors and trustees gives</p>

	and published on the website on 10.01.21.			guidance on how to remain cyber-secure. Refer to Oak National Academy for help to deliver a planned curriculum for all.
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.	The remote learning curriculum follows the curriculum being delivered in school. All plans follow the LTP planned in the Summer for this academic year. Even though the academic year has significantly changed, the curriculum offer and expectations has not been diluted in any way. SEND pupils who cannot access the learning on the website, will have access to specific learning packs to meet the needs of the EHCP/MSP targets.		5	
Communication				
Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	All communication is delivered to all key stake holders. Specific User Guides for all key stages were written and communicated with parents and carers explaining the rational and approach to the remote learning.		5	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.

	School approach agreed at full governing body meeting.			<p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>
Monitoring and evaluating				
<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 	<p>Robust systems in place to monitor staff workload.</p> <p>Staff questionnaire completed Summer 2020 and January 2021.</p> <p>Remote Learning Team meet weekly to work collaboratively and plan actions/focus for the week.</p> <p>Staffing plans in place in case of staff absence.</p>		5	<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 • full opening for schools: school workforce <p>remote education good practice</p>

<p>staff and pupil sickness and absence data) to help the school respond to changing contexts</p>				
<p>Remote education context and pupil engagement</p>				
<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>	<p>Dane Royd has good relationships with families. Weekly TEAMS meetings allow children and teachers to discuss the positives of remote learning for the week and reflect on what did not go well. In these sessions, teachers talk about well-being/mental health and routines. Any concerns/disengagement are followed up with a weekly phone call. Daily/weekly registers are kept to monitor pupil's engagement. SLT monitoring data related to engagement with learning. Weekly star cards are posted to families to encourage engagement.</p>		<p>5</p>	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment. 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-</p>

<p>understanding their strengths and weaknesses to improve their learning</p> <p>how to learn from home</p>				<p>regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>
<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</p>	<p>School issued a questionnaire to parents on September 14th 2020 finding out the needs of parents with regards to IT and the internet in each household. Where parents have identified that they need support, school has loaned devices/equipment. We have used the Vodafone free 50GB sim cards for parents without internet access .</p> <p>School had 17 laptops issued from DfE in first bubble closure Dec 2020 and has not been allocated more</p> <p>We have received 6 laptops donated from parents that have been wiped and reformatted for use at home by our IT company MINT IT Support.</p>		<p>5</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.</p> <p>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>

are considered vulnerable and are expected to come into school.	Technical support has been given to parents and foster carers where required.			
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.	Meeting with professionals to see best resources to support remote learning . Remote learning staff available throughout the day for parents of all groups. Additional software purchased to meet bespoke needs. Children with specific needs have bespoke material made. Hardware has been purchased to meet the needs of some children with an EHCP.	Currently paper based resource packs are produced for some children with SEND - review with parents how this is working and whether needs can be met using targeted IT hardware or software	4	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 for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children. Oak National Academy provides resources for teachers to support children with additional needs.
Monitoring engagement				
The school has systems for checking daily	Middle Leaders monitor engagement daily and this data is fed-back to		5	Advice on how schools should monitor engagement

<p>whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>the DHT. Where children are not engaging, a well-being phone call will be made to support the family. Class data collected to monitor engagement daily. Staff tweet and email reminders about sharing of work.</p>			<p>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>Pupil digital skills and literacy</p>				
<p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Children in KS2 had a lesson on TEAMS in September in-case of remote learning being introduced. A User Manual for TEAMS and Evidence Me have been shared with parents, detailing how to access the platforms. Where children's needs prevents them from accessing the remote offer on technology or where additional adjustments are required to access learning from home, individual paper packs, (organised by the class teacher and overseen by the SENCO) are sent home to support learning.</p>		<p>4</p>	
<p style="text-align: center;">Curriculum Planning and Delivery</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>A full timetable for each key stage is uploaded weekly. The work set meets the required times set by the DfE.</p> <p>Where staff feel children are not engaging with the remote learning for the required period of time, the remote learning teachers will contact the family to explore this further and provide support.</p>		5	<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>
<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</p>	<p>The curriculum offered for remote learning is in-line with the curriculum being taught.</p> <p>The only difference in the remote learning is English. Oak Academy is the platform being used for the remote learning offer as this provided the additional support for children at home. This was an area identified in the home-learning offer</p>		5	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support</p>

<p>that is similar but adapted or one that is completely different.</p>	<p>prior where children struggled to complete at home in the first lockdown.</p>			<p>their pupils during remote education.</p>
<p>Curriculum delivery 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 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</p>	<p>A new website was launched in January 2021 to allow parents to navigate the remote-learning offer as easily as possible. www.DaneRoydHomeLearning.com</p> <p>Nursery and UFS Using Evidence Me as the Platform Phonics - RWI Ruth Miskin online lessons Foundation Subjects - pre-recorded teacher lessons PSHE and Well-being - weekly calls (from w/c 25.1.21 live meetings via TEAMS being trialled)</p> <p>KS1 & KS2 Phonics (KS1) - RWI Ruth Miskin online lessons Maths - White Rose Maths English - Oak Academy Foundation Subjects - pre-recorded teacher lessons PSHE and Well-being - live meetings via TEAMS.</p>		<p>5</p>	<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>pupils, including those with SEND.</p>				
Assessment and feedback				
<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>Every class has an assigned email account and member of staff to monitor engagement. Daily feedback is provided on the work submitted by the times outlined in the user guide. Any work submitted later, will be looked at and marked in a timely manner.</p> <p>Feedback will praise and encourage and provide 'Next Steps' as marking would in school to support children at home.</p> <p>Daily maths scores and weekly spelling scores are submitted to track and monitor.</p> <p>Face to face feedback may happen in the TEAMS meetings if the teacher feels it would be beneficial.</p>		<p>5</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>

	As in school, end of topic mini quizzes/assessments are used to track progress.			
Capacity and Capability				
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.	SLT and Middle Leaders keep up to date via LA briefings, DfE updates and on-line training linked to remote learning. Any updates relevant to all staff is shared via email.		5	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. The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources , including for children with SEND.
Staff capability				
Staff have access to the digital resources and tools (for example, textbooks, workbooks,	TEAMS training sessions were planned in and delivered in the Autumn term. All staff attended.		5	The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on

<p>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>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Key stage training sessions have occurred where Middle leaders delivered training for their team. The school has a wealth of digital subscriptions to draw upon for high quality content. All teachers have an allocated laptop and ipad to enable them to use Microsoft software with ease as well as apps via the ipad. Where new software is introduced staff can access online training and then share their expertise with others.</p>			<p>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 schools, colleges and universities, free for any pupil with a print disability. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
Strategic partnerships				
<p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-</p>	<p>Staff have had training in White Rose maths, Third Space Learning and My Maths and how these schemes can support remote learning.</p>		5	<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

<p>school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>FS and KS1 have had training on Read, Write Inc on-line resources to support the delivery of this at home. Curriculum Lead and Middle Leaders attend any recognised on-line training sessions which may support staff in planning and delivering an on-line remote learning offer. School continues to work within the Kettlethorpe Collaborative Partnership to share good practice across local schools.</p>			<p><u>education, including how to embed technology into teaching practice, and how to embed practice across MATs</u></p> <ul style="list-style-type: none"> • Maths hubs to improve maths education • English hubs to improve teaching of phonics, early language and reading in reception and year 1 <p>Computing hubs to improve the teaching of computing and increase participation in computer science</p>
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Communication

Realistic expectations of pupils, parents and carers

<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>Communication outlines the expected hours of learning for the different Key Stages. Adequate work has been set to meet these requirements, however school are very mindful of parent's abilities to deliver this due to their commitments at home.</p>		<p>5</p>	<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>
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<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 is on the school's new remote learning website in the User Guide which was sent to every parent.</p>			<p>The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during 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 belonging, especially disadvantaged and SEND pupils.</p>	<p>Weekly TEAMS meetings are held for children in KS1 and KS2. The focus of these sessions is for mental health and well-being.</p>	<p>Consider National Events/ whole school events being supported through live lessons/assemblies. Plan in a TEAMS meeting for UFS as a social event (trailing from w/c 25.1.21).</p>	<p>4</p>	
<p>Safeguarding and Well-being</p>				
<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>All staff have had rules and expectations for recording lessons, (both live and pre-recorded) Middle Leaders oversee and check the content of all pre-recorded lessons before uploading to the website. Staff know the procedures in place for recording any safeguarding concerns when on live lessons. All live lessons are recorded and saved. Live lessons are with SLT/Middle Leaders.</p>		5	<p>GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19) 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 to keep children safe whilst they are online.</p>	<p>All staff have had rules and expectations for recording lessons, (both live and pre-recorded) Middle Leaders oversee and check the content of all pre-recorded lessons before uploading to the website. Staff know the procedures in place for recording any safeguarding concerns when on live lessons.</p>		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • Safeguarding and remote education during coronavirus (COVID-19) <p>Teaching online safety in schools</p>

	All live lessons are recorded and saved. Live lessons are with SLT/Middle Leaders.			
Data management				
The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	The school complies with GDPR and has systems in place to monitor this.		5	GOV.UK provides guidance to support schools: <ul style="list-style-type: none"> with data protection activity, including compliance with GDPR to be cyber secure
Behaviour and attitude				
There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Behaviour expectations from parents and children are addressed in the User Guide. Rules for the sessions are mentioned at the beginning of TEAMS meetings and all sessions are recorded. All children in school signed the User Acceptance Agreement in the Autumn and has been uploaded to the E-Safety page on the website. An E-Safety lesson is on the remote-learning page.		5	GOV.UK provides guidance on behaviour expectations in schools.

	A specific E-Safety page is on the remote-learning website for parents and children.			
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