

Benington Primary School

Evaluating the remote offer for learning and planning next steps

This document pulls items from Government guidance in relation to remote learning, in order that each aspect can be evaluated. It also includes in the final section, items that although not part of the Government guidance are important to the school.

The government guidance used can be accessed here and is based upon info that is up to date at 10/01/21

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

This document states:

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted. Ofsted will inspect schools – of any grade – where it has significant concerns about safeguarding or the quality of remote education being provided. Such concerns could be triggered by, for example, parents complaining about remote education directly to Ofsted.

The table on the following pages, should enable Senior Leaders and Governors to evaluate the current Remote Learning Offer and plan for next steps. When completed it will be shared with the full staff for comments and hopefully will encourage everyone to see what a fantastic job they are currently doing in delivering against the Government's Guidance. Next steps are not criticisms, but merely suggestions for continuing to move forwards in delivering the very best possible for our children.

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Schools are expected to ...	We are ...	Next steps
Based upon Government guidance ...		
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum	Each class teacher has planned a sequence of lessons for maths and English. There is also provision for every other subject to mirror our normal timetable.	
Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free Support at Get help with technology - GOV.UK (education.gov.uk)	We made the conscious decision not to select a digital platform as this would have led to huge inclusion issues. We have many families with poor broadband (the village has a very poor service in general) and poor technological skills. This would have led to increased anxiety for these families.	
Overcome barriers to digital access for pupils by:		
Distributing school-owned laptops accompanied by a user agreement or contract	We have a laptop agreement. We had our old laptops removed from the intranet and asked which parents would like one for remote learning. We distributed those to everyone who asked for one before Christmas. When we entered this third lockdown I asked again and 4 more families asked and were provided with a school laptop to borrow.	
Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.	We have provided textbooks to those who have requested them.	
It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors	We identified those children who struggled emotionally last lockdown and those families we felt would find it a challenge to access remote learning and invited them into school. Most of them decided to accept this offer.	

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Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	We have given parents many ways to share engagement; 3 zooms a week where they can share work, they can email the class teacher work or share it on our FB page. We have decided not to check daily as parents then feel pressure and anxiety, this is not helpful. We sent a home school remote learning agreement home in September so parents were aware of our expectations.	We are beginning supportive phone calls to establish if they need any support and for feedback on home learning.
Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation	We have copies of our remote learning policy and home school remote learning agreement on our website.	
When teaching pupils remotely, we expect schools to:		
Set meaningful and ambitious work each day in an appropriate range of subjects	Over the course of each week there are lessons planned for each subject. There are opportunities for challenge and extension within these lessons.	
Provide teaching that is equivalent in length to the core teaching pupils would receive in school ... and will be as a minimum:		
EYFS: less than 3 hrs per day (“less for younger children”) Key Stage 1: 3 hours a day on average across the cohort, with less for younger children	We have planned a day’s worth of activities for those parents who want to keep the school routine going. We have stressed which are the more important activities for those with less time available for home learning.	
Key Stage 2: 4 hours a day		
This will include both recorded or live direct teaching time ...	We decided against live teaching. This is in line with guidance from County. It makes inclusion very challenging and adds unnecessary pressure for parents as, if they miss a session the child then misses that teaching. Instead, we offer live sessions to support their learning and their mental health.	
and time for pupils to complete tasks and assignments independently ...	The tasks can all be completed in their own time. This allows more flexibility especially for those parents balancing their own jobs and the needs of other children.	
Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.	We have put hyperlinks to Oak Academy lessons instead of school led pre recorded content. This also reduces the work load of our staff.	
Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:		

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Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources	New content is introduced through Oak Academy resources. Staff have offered small group zooms where parents have found new content more challenging.	
Providing opportunities for interactivity, including questioning, eliciting and reflective discussion	Zoom sessions allow the opportunity for interacting with class mates and staff.	
Providing scaffolded practice and opportunities to apply new knowledge	Zoom sessions allow opportunities to apply new knowledge.	This is an area which is more challenging. Not all children have effective broadband or the knowledge of technology to engage fully, despite being given a laptop. This limits their engagement and ability to join these sessions.
Enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate	Any parent who sends work directly to their child's teacher receives feedback, usually that day. Children also get feedback in zoom sessions where they have the opportunity to show their work.	
Using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge	Staff are continuing to keep a check of gaps and audit where new learning should happen this half term. These gaps can then be plugged when we return to school.	
avoiding an over-reliance on long-term projects or internet research activities	There are no long term projects in the remote learning plans. Internet research is used to embed IT skills and strengthen curriculum knowledge.	
Also from the guidance:		
We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.	Our plans are designed to be used independently by most of our Y2-Y6 pupils.	
Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.	There are lots of links to educational games for younger children to enable independent learning. Reception children were also given personal intervention packs with phonics and maths activities.	

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<p>We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.</p>	<p>Our SEND child is given personalised activities for maths and English. Other SEN children are accessing the remote learning effectively, evidenced through supportive phone calls.</p>	
<p>Not based upon Government guidance, but perhaps even more importantly, we still need to ensure that:</p>		
<p>The RE curriculum is delivered effectively, ensuring that pupils can make links between scripture, Church teachings, worship and life</p>	<p>The RE curriculum is covered on our remote learning plans.</p>	
<p>Relationships with peers and with adults in school are promoted and sustained</p>	<p>Regular Zoom sessions allow children to continue seeing their teachers and peers. Our closed FB page also allows opportunities to see their classmates work. Children’s birthdays and achievements are also celebrated here.</p>	
<p>PSHE remains a core aspect of the curriculum offer and is relevant to current circumstances</p>	<p>The PSHE curriculum is covered on our remote learning plans. Well-being and mental health are at the fore front of these activities.</p>	
<p>All pupils understand how to keep themselves safe whether they are in school or at home</p>	<p>We re-iterate E safety rules in Zoom sessions and through communication with parents. We have zooming safely guidelines.</p>	
<p>Pupils remain active and fit</p>	<p>The PE curriculum is covered on our remote learning plans. Our PE specialist is teaching PE to our CWV children.</p>	
<p>Pupils do not spend all day in front of a device or the TV for learning purposes</p>	<p>There are opportunities for physical activity, art and craft and cooking alongside more computer based learning.</p>	
<p>Family life is supported, recognising the range of circumstances that all families are experiencing, including those parents who are trying to work from home.</p>	<p>This message is repeated through our FB page, supportive phone calls and communication with parents.</p>	
<p>STAFF WELLBEING IS BALNCED WITH THE NEEDS OF THE SCHOOL COMMUNITY (not an afterthought ... this statement, is key to our success and is left as the final PIVOTAL point of discussion but is thread through all decisions made.</p>	<p>All staff are consulted and involved with decision making. They are on a rota system to enable time for planning and feedback. This should ensure a home school balance. They are encouraged to talk to the head if they are at all concerned and I will make changes wherever possible. This has resulted in open communication.</p>	

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