



BROUGHTON
HIGH SCHOOL

Remote Education Provision

Self Review

February 2021

Leadership

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

Scoring

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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote education plan</p> <p>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> <p>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.</p>	<p>A 'Remote Education Provision 2020-21' plan has been compiled and made available to all parents, staff and governors via our website, newsletter and various meetings.</p> <p>Joe Brady (AHT) has overall responsibility for Remote Education, working closely with Graham Kingaby (Network Manager) and Adrian Brandwood (Leader of Strategic Group).</p> <p>Through all consultations and documentation, it is abundantly clear we have the highest expectations of all, from all.</p>		4	<p>To help develop your remote education plan:</p> <p>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>Remote education plan</p> <p>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> <p>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.</p>	<p>Every subject is delivering the planned curriculum, with the exceptions of PE, Technology and Art.</p> <p>Teachers are reminded at every Monday staff meeting about appropriate pedagogy associated with Remote Education.</p>	<p>Continue to refine the support provided to SEND pupils to enable them to enjoy and succeed.</p> <p>Continue to monitor and support the quality of provision in identified subjects.</p>	<p>4</p>	<p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>All parents know what is expected of their child and of them as a parent. Parents are provided with details re:</p> <ul style="list-style-type: none"> Contact details Attendance Child's Timetable Timings and Hours Engagement Feedback Help with Technology Help with FSM vouchers Concerns over COVID. 	<p>Collate and discuss all parental replies and e mails.</p> <p>Make adjustments to arrangements and organisation as appropriate.</p>	<p>5</p>	<p>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.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p>

<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Every parent, member of staff and governor receives a newsletter every Monday which summarises the latest news re Remote Education.</p> <p>In addition, every parent receives a more personal e mail from their respective Progress Leader every Friday.</p>		5	<p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
<p>Monitoring and evaluating</p> <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 staff and pupil sickness and absence data) to help the school respond to changing contexts 	<p>SLT continue to have close contact with all staff via weekly Teams meetings. Good, regular communication is essential.</p> <p>Accurate records are maintained of staff attendance. Any member of staff who highlights workload issues is immediately supported. One subject has made teaching / grouping changes to accommodate staff illness. SLT always discuss Safeguarding/ Staffing (welfare) at weekly meeting. Reference made to EEF resources and GOV.UK materials.</p>	<p>Continue to monitor workload with occasional staff questionnaire.</p> <p>Wellbeing issues treated seriously and sensitively. One positive has been the Remote Parents' Evenings and almost universal approval from staff and parents.</p>	4	<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 • actions for schools during the coronavirus outbreak • remote education good practice

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.

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>School has made considerable improvements in home learning since first lockdown. Increased use of teams and live lessons has provided pupils with much needed routine and ensured that as far as possible the curriculum has been followed as it would have been if school had been open.</p> <p>Teachers have used a wide variety of approaches and these have been shared during staff meetings and departmental meetings.</p> <p>Regular pastoral communication via progress tutors and progress leaders.</p> <p>Parents' evenings have continued online and have given staff an opportunity to discuss issues raised during lockdown directly with parents.</p>	<p>Giving individual feedback is a challenge over live lessons. A small minority of pupils have struggled with motivation during online lessons.</p>	4	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>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-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 are considered vulnerable and are expected to come into school.</p>	<p>Pupils with barriers to accessing ICT were identified by a questionnaire and all pupils who needed support now have access to laptop.</p> <p>Staff have distributed other resources to families and ensured that everyone has access to Microsoft teams and Firefly.</p>	<p>Staff and pupils require continued and sustained training on use of TEAMS and various associated applications such as the class notebook and assignments functions.</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>
<p>Supporting children with additional needs</p> <p>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.</p> <p>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.</p>	<p>SENDCo has arranged TA support for pupils with additional needs.</p> <p>All staff are informed of needs of SEND pupils they are teaching and any specific difficulties they may have accessing online work</p> <p>Suitable technology has been provided to support SEND pupils</p> <p>SENDCo and Tas have been in regular contact home including with parents and have updated EHC plans and carried out pupil reviews during lockdown</p>	<p>Support videos for parents on website on using teams and other useful applications.</p> <p>Links to relevant staff etc.</p>	<p>4</p>	<p>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.</p> <p>The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>

<p>Monitoring engagement</p> <p>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>Attendance to online lessons is monitored by the teacher and any absences are recorded on a system that automatically informs parents, progress leaders and relevant staff.</p> <p>Progress leaders inform staff if a pupil will be absent a lesson.</p>	<p>Staff are not always aware of a pupil who may have a legitimate reason for missing a session. Explore ways of enhancing communication between home, school and staff.</p>	<p>4</p>	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>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>SENCO and teaching assistants are currently investigating software to enable Text – Voice. Training videos have been placed on Firefly on how to use teams/Firefly and other online platforms</p>	<p>Support videos on website on using teams and other useful applications.</p>	<p>3/4</p>	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>

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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>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 Key stages 3 and 4: 5 hours a day 	<p>'Normal' school day ... timings and lengths of lessons remain as per normal timetable and provide clear structure to support home-schooling.</p> <p>All year groups ... 5 x 50 – 60 minute 'live' lessons per day. KS3 4-5 hours per day KS4 5-6 hours per day</p>	<p>At this stage no obvious gaps in delivery. Monitoring of all subjects indicate that Teams 'live' lessons delivered across the curriculum including more practical subjects e.g. PE, Art, Music, Technology.</p>	5	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>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>Subjects continue to deliver the planned curriculum as if pupils were in school.</p> <p>The remote curriculum is identical to the one taught in school.</p> <p>Critical/key worker pupils in school and pupils working remotely experience the same curriculum/lessons</p>	<p>Obvious modifications applied as required for subjects delivering practical aspects of their curriculum e.g. Science, PE, Art, Music, Technology</p>	<p>4/5</p>	<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 their pupils during remote education.</p>
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<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>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.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Survey on department remote provision, including curriculum-aligned resources indicated a wealth of materials and resources accessed.</p> <p>All departments adept in use of Microsoft Teams and able to deliver live lessons, including direct teaching using OneNote, visualiser, auditorium etc.</p> <p>Microsoft Teams is the preferred digital platform, supported by the school VLE Firefly.</p>	<p>Ongoing input from staff. Continual sharing ideas and best practice to ensure all colleagues making good progress, including Teams and other applications e.g. Oak National Academy, SENECA (Premium), OneNote, BBC Bitesize, Self-produced videos, PowerPoints and other resources embedded in Firefly, Pearson Active Learn, Hegarty Maths, Dr Frost Maths, Mathsteacher hub</p>	<p>4/5</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>
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<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.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Survey of individual department approach to feedback & assessment indicated a variety of strategies including in the lesson itself and via extended tasks.</p>	<p>Formative assessment and feedback is strong with a variety of resources used e.g.</p> <p>Whiteboard.fi</p> <p>MS Forms</p> <p>Kahoot Hegarty Maths Dr</p> <p>Frost Maths quizlet.com</p> <p>plickers.com</p> <p>forms.google.com</p> <p>nearpod.com</p> <p>tinkercad</p> <p>musicca.com</p> <p>edu.bandlab.com</p> <p>Firefly tasks etc.</p> <p>but the next step is to consider how to best undertake summative assessments across all curriculum areas.</p>	<p>3/4</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>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>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>SLT familiar with the Review your remote education provision white paper published Jan 2021 and have identified the strengths and areas for improvement in Broughton's remote education provision and are aware of resources that can help teachers improve their practice.</p> <p>Collaborative approach employed to plan for the embedding of a sustainable strategy for remote education considering all six categories within the framework.</p>		4	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>

<p>Effective practice</p> <p>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>Remote Education Provision 2020-21 policy produced providing clarity and transparency about what to expect from remote education when national or local restrictions require entire cohorts (or bubbles) to remain at home.</p> <p>Broughton staff guidelines for remote learning produced based on the guidance, shared on website and via email February 2021 (CM/SLT):</p> <ul style="list-style-type: none"> • Staff Guidelines for Remote Learning • Parent Guidelines for Remote Learning • Pupil Expectations for Remote Learning 	<p>Further CPD sessions to share growing expertise amongst teachers.</p> <p>Exploration of teacher and pupil camera use.</p>	<p>4</p>	
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<p>Staff capability</p> <p>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.</p> <p>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>CPD sessions on the best use of Teams for remote learning delivered September 2020 (JP) and November 2020 (RW)</p> <p>Firefly training throughout Summer 2020.</p> <p>Blended Learning via Teams document produced and shared by RW.</p> <p>Sharing good practice session delivered for whole staff January 2021 (SS) outlining techniques and useful programs.</p> <p>Repeated sharing of good practice via staff teams and email to ensure iterative process.</p> <p>Additional computers/laptop for pupils to supplement the ones provided by the Government.</p>	<p>Further CPD sessions to share growing expertise amongst teachers.</p> <p>Additional equipment (visualisers/screens/cameras) purchased to enable teachers to deliver even better remote lessons.</p> <p>All pupils to have access to the premium version of SENECA Learning and Year 7 to have access to BEDROCK Learning.</p>		<p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on 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 dyslexia or visual impairment.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
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<p>Strategic partnerships</p> <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-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>Each department using recommended subject-specific software packages.</p> <p>Use of video/audio recordings made by teachers, BBC Bitesize, Oak National Academy lessons.</p> <p>Use of available websites either supporting the teaching of specific subjects, e.g. Hegarty Maths or aids to assessment, e.g. Bedrock Learning.</p> <p>Sharing of good practice at half termly Teaching School Alliance meetings.</p>	<p>Some use of additional tutoring services to address gaps.</p> <p>Use of local Maths, English and Computing hubs to support learning.</p>	<p>3</p> <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 education, <u>including how to embed technology into teaching practice, and how to embed practice across MATs</u> • Maths hubs to improve maths education • English hubs to improve teaching of phonics, early language and reading in reception and year 1 • Computing hubs to improve the teaching of computing and increase participation in computer science
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Communication

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

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<p>Realistic expectations of pupils, parents and carers</p> <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>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 on the website is clear and concise. This includes:</p> <ul style="list-style-type: none"> • Remote Education Policy • Details of Remote Education provision • Clear expectations of parents • Clear expectations of pupils • Clear expectations of staff <p>Regular reminders to parents and pupils via weekly newsletter and Progress Leader emails.</p> <p>The 'Remote Education Provision' document has also been emailed to all parents.</p>	<p>Opportunity for Pupil/Parent questionnaire on aspects of Remote Education.</p>	4	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (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>A weekly newsletter includes examples of pupils' work/participation along with updates of activities taking place in and out of school.</p> <p>All pupils are invited/involved in at least one 'catch up' session with their tutor.</p> <p>There is regular (weekly) communication with pupils and parents from Progress Leaders.</p> <p>All pupils are encouraged to be active participants (via. 'chat' or oral discussions) in all lessons. Staff are mindful of the need to encourage and recognise the contributions from SEND/Disadvantaged pupils.</p>	<p>Peer interaction is especially important to pupils.</p> <p>Encourage/extend the use of the 'together' element on Teams enabling teacher/pupils to interact visually/orally.</p>	<p>4</p>	
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Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>Safeguarding policy up-to-date and approved by governors, including Addendum for COVID as recommended by LCC Schools Safeguarding Team.</p> <p>DSL latest update training 18/1/2021</p> <p>Regular contact with all parents and pupils. There is universal provision for all pupils and families to ensure every pupil has been contacted every week by Progress Leaders, Progress Tutors</p>		5	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>

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<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>This is prominently signposted on school website and Firefly.</p> <p>Regular items in school newsletter about different agencies / services who offer help and support in local community, offering remote support</p> <p>In addition, online safety newsletter attached to school newsletter</p> <p>Teachers/Support staff are kept informed any safeguarding/well-being concerns.</p> <ul style="list-style-type: none"> • SLT, DSL, safeguarding first item on agenda at weekly meetings • PL meetings weekly, discuss any pupils causing concern • Encompass – police information, sharing re, Domestic Violence • MASH -Multi Agency Safeguarding Hub – share concerns re: safeguarding incidents • Schools Safeguarding Service advice line – used if advice sought for individual situations <p>CPOMS is used to record all communication / welfare checks with pupils and families. Relevant staff alerted, DSL, PL, HT</p>		5	
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<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>TEAMS lessons recorded to following safeguarding procedures for staff and pupils</p> <p>Incidents reported and dealt with straight away.</p> <ul style="list-style-type: none"> • School filtering systems in place • IT staff liaise with PLs, SLT regarding inappropriate use of IT <p>Settings on TEAMS ensure pupils can only enter meetings/lessons of their classes.</p> <p>Staff made aware of how to 'keep control' of lesson and what actions to take to keep themselves and pupils safe via TEAMS briefings, email, video sharing good practice.</p>	<p>Chat areas – pupils having own chats that are not linked to lessons.</p> <p>Reminders to staff to monitor chat and respond to any misuse appropriately, for example, remove from lesson, contact parents, inform PL, follow acceptable use of ICT guidance</p>	<p>4</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools
<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Weekly welfare calls – to identified groups. (via system described in section 1)</p> <p>Tutor meetings and PL weekly emails to each year group include options about who to contact if more personal contact required (e.g., GD Y10).</p> <p>'Where to go for help?' includes range of support services both in and out of school and how to access them.</p>	<p>Tutor time catch-ups have replaced assemblies. Consider year group assemblies to promote health and well-being – share ideas/resources related to positive thoughts and activities, ways of managing loneliness</p> <p>Explore resources offered by KOOTH for staff training and direct work with pupils</p>	<p>4</p>	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Pupils contacted via Firefly/emails/PL/PTs if wellbeing concerns raised.</p> <p>Pupils have access to Colette for wellbeing support – Counsellor.</p> <p>SEND pupils and parents supported by SENDCO/ LSA's and specialist teachers via email, chat, ZOOM, TEAMS</p> <p>Praise and rewards high priority to raise confidence and self-esteem.</p> <ul style="list-style-type: none"> • ClassCharts • Praise postcards • School newsletter 	<p>Ensure 'Where to go for help' is updated weekly so that pupils and families are signposted to latest local help offer</p> <p>Pilot Thinking Reading Intervention delivered remotely (HH)</p>	<p>4</p>	
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>The school have an appointed Data Protection Officer to ensure appropriate data protection systems are in place. All staff are updated annually to ensure compliance is in place.</p>			<p>GOV.UK provides guidance to support schools:</p> <p>with data protection activity, including compliance with GDPR to be cyber secure</p>

<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Teachers set out expectations at the beginning of every lesson.</p> <p>Reinforced by PL through assemblies/messages using Firefly</p> <p>Incidents of inappropriate behaviour are dealt with by teacher and if necessary, PL's/parents informed. Recorded on CPOMS.</p> <p>ClassCharts routinely used to record both negative and positive behaviour.</p> <p>Parents/carers informed same day for non-attendance at TEAMS lesson via alert from ClassCharts.</p>	<p>Clarity of expectations for remote learning for both pupils, staff and parents</p>	<p>4</p>	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>
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