



Review of our Remote Education Provision

@**Walter Infant School & Nursery January 2021**

This document was completed by the Senior Leadership and On-line Learning Leaders of Walter Infant School and Nursery

The scoring system from the Department for Education:

| 1. Identify | 1. Develop and plan | 1. Implement | 1. Embed | 1. Sustain |
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| 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. |

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| **Leadership:**  School leaders have a clear vision of and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery | | | | |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Remote Education Plan/Provision**  **As a school we are committed to providing a bespoke remote offer for home and school based learning with parity and equity for all learners.**  **Our provision is underpinned by the highest expectations to provide ‘Gold Standard’, pre-recorded lessons which are aligned as closely as possible to our in-school curriculum and meets the needs of all our children (with additional support where required).**  **We have set up systems to motivate our children to succeed during lockdown by engaging with their teachers and their peers, by establishing regular feedback processes and rewards as well as a home driven process for sharing engagement which will result in a certificate for good or improved engagement**  **To ensure that mistakes are not made in learning; our teachers have recorded phonics lessons for all phases so that parents and carers can hear the sounds and match phonemes and graphemes. They will also learn how to blend and segment and how to apply the phonics reading to their writing.** | The provision is led by the Headteacher: Judy Wheeler with support from the on-line learning leaders for Lockdown – Mr Justin Lee, Mrs Jessica Bennette and Miss Lisa Palmer  **Barriers:** We have identified the most prolific barriers for our families:   * No internet * No devices * No printing facilities * No resources * No time * Other children in the home   You will see how each barrier has been addressed throughout the document.  We have produced lesson introductions that match the strategies and methodologies that we use in school; matched to the pedagogical expectations for our children. As a school we always adopt best practice and adapt our teaching wherever necessary.  Children are encouraged to respond to their teachers in age-appropriate ways.  Our children have good behaviours for learning and can **self-regulate** from a very early age due to our whole school approach to learning:  **Self-regulated learning** can be broken into three essential components:   * **cognition** - the mental process involved in knowing, understanding, and learning; * **metacognition** - often defined as ‘learning to learn’; and * **motivation** - willingness to engage our metacognitive and cognitive skills.   Our children are taught to approach their learning in a positive way and with a ‘can do’ attitude. They are brave and prepared to make mistakes; they are resilient learners and always try their best. | None | 5 |  |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Communication**  **Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education** | There is a committee/working party among the governors, who meet to review the remote education provision of the school. This group challenges the Headteacher about provision and the pedagogy behind it.  We have shared all the teachers work email addresses with their families so that parents can have direct contact with the teachers.  The Remote Education Provision is on the school website (parents have been shown where to look for it via the newsletter and home learning letter)  All parents have received information with diagrams for how to access the home learning.  Judy Wheeler has attended WBC’s Equitable Remote Education  We have set up systems for feedback and engagement which we will continue to monitor. | This will be a work in progress as we continue to evaluate our provision and engage with feedback from our families. We will endeavour to learn about best practice from other settings. | 4 |  |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Monitoring and Evaluating**  **The school has systems in place to monitor the impact of remote educations. This includes:**  **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** | We have capped the numbers in school at 30 per year group (this is 33% of our capacity) and we have not opened the school to any children in Nursery other than Key Worker and vulnerable – this is to ensure that teaching and support staff feel safe and are not overwhelmed by the marking and feedback required for remote learning.  We have one teacher per year group (our on-line leaders) who are not teaching a class; they are preparing all the resources and pre-recorded lessons for their peers to use in class and for the families to access from home.  We have shortened the day in schools, beginning at 8:30 am and finishing at 3:00 pm, with staff being encouraged to leave as soon as possible. All staff have an hour for lunch and we have 6 lunch time controllers over lunch to support the children with their meals and play during the teaching break.  All teachers have their usual amount of PPA time (10% of teaching time) as well as non-contact time three hours a week during PE when they can focus on feeding back to remote learners.  School leaders have produced all the systems and resources for managing and sharing feedback with an expectation that each child receives at least one piece of feedback a week (if not more)  All teachers are in school on their contracted days, sharing the workload and responsibilities between them.  Staff report that they feel supported by the leadership team safe in school with the reduced number of pupils.  Lynnette Hemmings shares the daily Covid 19 Register and all emails from WBC and DfE are shared with all staff so they are completely up to date at all times. | None | 5 |  |
| **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 | | | | |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Home Environment**  **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.**  **The school supports the pupils on how to self-regulate during remote education:**   * **understanding their strengths and weaknesses to improve their learning** * **how to learn from home** * **how to manage their time during periods of isolation**   **Correspondence with Parents**  If you do not have internet access or a screen that your child can use, please contact me immediately on [head@walter.wokingham.sch.uk](mailto:head@walter.wokingham.sch.uk) as the Department for Education are not issuing laptops or ipads to Infant Schools!  We will deliver 12 brand new Kindle 7 Fire Tablets this afternoon; if you child receives Pupil Premium Funding and you do not have suitable devices for them to learn from at home please let us know as soon as possible.  If you can access ‘Youtube’ through your television, you will be able to watch all our videos, including our recorded lessons.  If you do not have printing facilities, please contact Mrs Janes or Mrs Hemmings on [admin@walter.wokingham.sch.uk](mailto:admin@walter.wokingham.sch.uk) or telephone on 01189780825.  Lots of people have requested our Learning Tools packs; we will arrange for them to be collected from Monday. If you cannot collect a pack we will be happy to drop one off.  **Laptops, tablets and internet access**  Where digital approaches are used, leaders are aware of any limitations to access 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 in to school.  **Supporting children with additional needs**  Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures 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. | We are more than aware that the children in our schools come from very diverse backgrounds, from the most vulnerable and living in child poverty to extremely wealthy with full access to all types of devices and electronics.  We have provided 12 Kindle Fire 7 Tablets thus far to enable our most economically vulnerable children to access the internet and all the sites we recommend to support home learning.  We have a platform that is accessible via a SMART television and all our pre-recorded lessons can be seen via Youtube from our website (Walter Tube).  15th January 2021 Flyer:  *I hope you are all keeping safe and well during this very difficult time and that those of you who are home schooling are finding ways to manage the lessons around your children and your work lives; I can imagine that it must be very challenging. We have adapted our remote education provision from next week and will be releasing our pre-recorded lessons first thing each day. Parents will be able to access the learning at any time (when it is most convenient for each individual household). Please remember that you do not have to do everything all in one go! If you have any worries or concerns, please contact your class teacher directly; we have shared all the direct email addresses with you but here they are again just in case! Please see all the home learning correspondence that has been sent via email as it may answer some of your questions.*  Teachers have telephoned some parents to talk through how to access the online learning, especially for those children who are working below ARE.  We have identified the pupils who need more offline resources: these have already been delivered, including games, stationary, books etc  Tool Kits of resources needed to access the home learning have been printed and laminated and the parents have been collecting them since 18th January 2020 (others requested a home delivery; these have been completed).  The children do not need a computer to access our learning platform; they can use any device that connects to the internet including a TV or console.  We have approached parents to see if they require support to improve the connectivity with the internet.  All our children receive Quality First Teaching, either in school or remotely. The teachers teach recorded lessons from the classroom, using familiar resources and methodologies. The lessons can be viewed at any time, in any order and paused and rewound as many times as necessary.  Families can be guided to other areas of the website and different phonic phases and colour bands so that the children are learning at the appropriate level: contact is made with parents via email and telephone.  Resources have been delivered to houses to support home learning as well as collected from school.  We have delivered 12 Kindle Fire 7s to our families who have shared that they cannot access the internet unless on a phone.  Those families who have SMART television or PS4 consoles have been told how to use them to access our learning platform.  We have registered with charities to see if they can allocate refurbished lap tops for our children and made additional requests to the DfE but they are not allocating lap tops to infant schools | We have registered with charities to see if they can allocate refurbished lap tops for our children and made additional requests to the DfE but they are not allocating lap tops to infant schools – this is beyond our control and we have checked that all families have adequate access now. | 5 |  |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Monitoring Engagement**  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. | Zoom meetings; families contacted if children not present.  We can monitor the number of hits on each recording.  Big Cat Collins Ebooks will have on line monitoring (it is due to be launched before the end of January)  We have sent out engagement charts for the parents to complete and return at the end of each week.  Parents are sending the children’s work via email or delivery to school – the teachers are providing regular feedback and recording on a tick list of who has engaged in the lesson.  Mrs Janes is keeping a folder of parent engagement and comments.  Children’s work is being shared in the Friday Flyer and on the website. We are awarding home Star of the Week and other rewards such as engagement certificates and stickers. Some teachers have sent values badges through the post. | We are monitoring how successful we are and will make adjustments where necessary. We have scheduled training on Teams. | 4 |  |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Pupil digital skills and literacy**  The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | We have shared step by step instructions for how to find all our resources and recorded lessons and stories as well as PE lessons and all the good quality websites that we recommend.  We have also liaised directly with individual parents.  We have updated our provision for a daily menu of lessons and resources to reduce confusion.  Mr Lee provided step by step printed instructions for the Kindles which were printed and stuck on to the box. We have had feedback that one pupil can’t stop using her tablet.  Mrs Walker has spoken to all the families of children with SEND to check they can access resources and that the children’s neds are being met. Practice has been modified where needed. |  | 5 |  |
| **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 or critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely. | | | | |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **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:   * Key Stage 1 ~ 3 hours a day with less for the younger children | We have shared a time table and guidance with parents and carers.  We are expected to offer 3 hours of learning each day for primary school children (therefore children up to the age of 11). Our youngest children in Robin, Dove, Magpie and Woodpecker learn through play and they play a lot; 80% of their learning in school is child initiated and 20% adult directed.  Via our website and Flyer, we recommend that the children in Foundation Stage 2 still play for most of the day but also watch a Literacy Development Lesson and follow the learning, a Mathematics Development lesson, some phonics, some reading and some PE. They could then play inside and outside exploring their own toys, access Education City or Purple Mash or watch some good quality television programmes. Jigsaws and board games are wonderful opportunities for learning, so are construction toys and of course role play.  We have shared a suggested time table for KS1 but have made it clear that the work can be managed in the way that best suits her family. | We recognise that that some children will not access the provision as much as others; we will consistently review our monitoring process. | 4 |  |
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| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **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 that is similar or one that is completely different | The teachers for all cohorts have planned a curriculum based on our Big Curriculum for Little People with some adaptations for remote learning; for the most part the learning in school is the same as at home. However, the children in school have access to more physical resources, PE lessons with our sports coach and are working with teachers and learning support assistants.  The lessons are exciting and differentiated by success criteria, resources and recommended support. |  | 5 |  |
| **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 as Oak Academy), and time given for pupils to complete tasks and assignments independently.  The school uses a digital platform to support effective communication and accessibility, including those with SEN | We are using our own website, Walter Tube, Phonics Play, Education City and Purple Mash (all programmes we use in school). We are signposting parents to other resources from education al providers on our website too.  Passwords and routes have been shared regularly and personal hook ups to make sure parents can access everything. We have responded to all queries and where useful and appropriate adapted our provision.  We are releasing a sequence of recorded lessons daily and this is working extremely well. We can track engagement via you tube.  All parents with SEND children have been spoken to by the Inclusions Manager and/or the class teacher. |  | 5 |  |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Assessment and Feedback**  The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks  The school provides feedback, at least weekly, using digitally-facilitated or whole class feedback where appropriate | Parents are being encouraged to send in work regularly; the teachers have a check list to monitor engagement. The teachers are replying daily. If work is sent to the Headteacher, she also responds and sends rewards of pictures and certificates as well as personal comments.  Each teacher is keeping a record; any exceptional or personal contacts are being sent to the office manager to store digitally.  As you will see from above we have engagement charts (these will be fed back on and rewarded when appropriate. We have provided 3 additional hours for marking and feedback for all teachers.  There are weekly Zoom Meetings for pupils to share their work and achievements. |  | 5 |  |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
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| **Capacity and Capability**  Schools support staff to deliver high-quality remote education | | | | |
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| **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 | All our teachers are sent all bulletins that come from WBC, DfE and other providers, for example, World Book Day so that they can ensure that the children do not miss out on things that fit into the regular school calendar  Teachers are registered form Roundtable Meetings and training sessions for CPD.  We have contacted a parent who is arranging additional training for the use of Teams in school.  Our teachers are all extremely computer literate |  | 5 |  |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Staff Capability**  Staff have access to the digital resources and tools (for example, text books, work boos, platforms, devices and the internet) they need to teach and support remotely.  Where staff have appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.  Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. | All our teachers are in school unless isolating for medical reasons; therefore they all have access to the resources they need physically and digitally to support teaching and learning in school and at home.  We have ordered additional lap tops for the foundation stage to make this easier at all times, especially during staffing shortages.  All teachers are supported when using Zoom or Teams and no one is liaising with children or families from home using video connections for safety and protection.  We have on-line learning leaders for each cohort; freeing up the teachers to work with the children in school; all these colleagues have expert skills and can work during the school day accessing all our resources, programmes and facilities. Our children are able to see the teachers using the resources and equipment, e.g. IWB that they are used to seeing, making learning more familiar | Our server is not adequate to manage the increased digital use, especially with the internet and has crashed 5 times.  A new server has been ordered.  We have gaps in our Teams skills so training has been organised via a parent who works for Microsoft and kindly offered support.  One parent has complained that she wants live lessons and yet is not engaging with the daily programme of work. | 4 |  |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Strategic partnerships**  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 networks like the EdTech Demonstrator Programme and curriculum hubs | The Headteacher is the chair of the school cluster group and is constantly liaising to share best practice between schools.  We are investigated Classroom Monitor and Teams provision at the recommendation of others, but prefer our bespoke approach as we are an infant school.  We have been able to share what works well for us, such as the new Collins ‘Ebook’ Library and have looked into the resources shared for reading by other schools (usually Key Stage 2 based).  Teachers liaise via leadership groups and friendship groups to find out what is working well in other settings.  We have explored EdTech to see what is available and will refer to it when necessary, |  |  |  |
| **Communication**  The school maintains strong communication with pupils. Parents and carers, and continues to work effectively with other third parties. | | | | |
| **Realistic expectations of pupils, parents and carers**  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.  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). | Clear guidance has been shared through a variety of methods; one to one coaching sessions, direct emails with images and pictures, the newsletter.  A time table has been shared and recommendations on how to organise each day to fit in best with personal home situations.  Pupils can share work in a variety of ways;  Email via pdf or photograph  File sharing programmes as a chosen vehicle for parents with chrome etc and of course paper copies which can be posted or delivered to school. The children can also share their work via Zoom sessions. |  | 5 |  |
| **School community events**  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. | Whole School Assemblies (recorded by the Headteacher). Sharing stories via Walter Tube, Friday Flyer and the gallery on the website.  Weekly Zoom Lessons  Recording Singing for a School Song  We will be having World Book Day events on 4th March and a Spring Disco via a shared link in February organised by the PTA  Some parents have requested that their emails are sent to other parents to reply to so that they can set up small WhatsApp groups for the children and their friends  We have a school Facebook Page which is regularly updated by Mrs Prickett |  | 5 |  |
| **Safeguarding and wellbeing**  Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil well-being | | | | |
| **Approach** | **Strengths** | **Gaps** | **Score** | **Potential Actions and resources if score is 1 or 2** |
| **Ensuring Safety**  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. | We have shared a Code of Conduct with all families via email; if they log on to the Zoom Meetings they understand that they will ensure the code of conduct will be followed.    During Zoom Calls we will be able to have ‘eyes on’ our children to see if they are okay; any children not participated will be contacted. If alarm bells ring we will do a home visit (we have conducted one visit so far).  Parents have reported concerns which we have followed up.  Headteacher liaising regularly with social workers; reporting attendance, taking part in CiP and CiN meetings on line via Teams. |  | 5 |  |
| **Online Safety**  If the school chooses to provided remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are on line. | Adults have read E-Safety books on line for children to access via Walter Tube.  We have produced our own E-Safety programme called ROBOT which has been launched January 2021 to support E-safety whilst using the internet. |  | 5 |  |
| **Wellbeing**  Leaders**,** teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.  There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. | We are sharing resources and activities on a website and via direct links to parents including emails and the Friday Flyer.    There are also mindfulness ideas from the Headteacher and finding a happy place. These resources are regularly updated.  Headteacher Assemblies sharing well-being, community and our school values.  Rewarding good work and engagement  1:1 phone calls with parents to support with strategies for home learning |  | 5 |  |
| **Data management**  The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | We have a data protection policy and use Microsoft 365 which is secure for all email correspondence.  We are not teaching live lessons. The teacher has full control over the Zoom sessions and there are always two adults present. |  | 5 |  |
| **Behaviour and attitude**  There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | The children should be familiar with the Code of Conduct and of course our school values; teachers can mute the children if necessary. I f a child chose to behave badly we would immediately contact the parent. If a child could not behave in a respectful way we would have to consider other approaches for linking up live with them once a week – possibly one to one. |  | 5 |  |

Produced by the Senior Leadership Team at Walter Infant School and Nursery

20th January 2021