



# Remote Education Provision

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## School Context

Students have access to 5 hours of structured learning per day which utilises the Google classroom platform with every lesson containing a live teacher led broadcast and independent work for students to complete. This is in contrast to the April 2020 offer which was predominantly based on non-live lessons that were emailed directly to students with learning requirements. Average participation in Summer 2020 was approximately 12% with higher participation in online resources

such as hegarty maths. Learning from this the school moved to 100% live offer in line with ‘normal’ timetables and participation has risen to approx. 65% accessing at least 1 lesson per day.

Strategies are in place to encourage full participation and this remains our greatest barrier. Despite devices being made available, onsite workshops and weekly calls with encouragement some households are still resistant to participate regularly. Attendance to the invited in workshops is approx. 30% but the trend of participation is rising.

Based on current SEF the Whole School grading is ..

| Ofsted Area                      | Grade |
|----------------------------------|-------|
| Overall Effectiveness            | 3     |
| Quality of Education             | 3     |
| Behaviour and Attitudes          | 4     |
| Personal Development             | 3     |
| Leadership and Management        | 3     |
| Quality of Early Years Education | n/a   |

## Scoring

The scoring below provides a structure to identify the school’s current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

| 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. |

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

| <h1>Leadership</h1>   |  |
|---|--|
| School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.   |  |
| <b>School scores leadership as a 4 because...</b>   |  |
| <p><b>Remote education plan</b><br/>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.<br/>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><b>Strengths</b></p> <p><b>Policy link</b> - <a href="https://drive.google.com/file/d/1pCbga4JIMQyqrMMsrJjfF749LMsIPaY/view?usp=sharing">https://drive.google.com/file/d/1pCbga4JIMQyqrMMsrJjfF749LMsIPaY/view?usp=sharing</a></p> <p>We have a remote education plan in place and have an appointed leader - D Miller who is also supported by the T&amp;L Assistant Principal David Frith. Together they coordinate both lock down provision and single case isolation provision when the Academy is fully open.</p> <p>The remote education policy is based on the Trust policy but adapted to suit our individual setting with clear referencing to Safeguarding. Our remote education plan covers all pupils (including vulnerable and SEND) and is planned to deliver a curriculum as close to the offer in school as possible. Risk Assessments for identified Vulnerable students not accessing onsite provision is completed and reviewed regularly.<br/><a href="https://docs.google.com/spreadsheets/d/1pX5oyvFRIWhpOltR7A3jOgyzPkFIRX0XOrbWQ1KX30E/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1pX5oyvFRIWhpOltR7A3jOgyzPkFIRX0XOrbWQ1KX30E/edit?usp=sharing</a></p> <p>Google classroom teacher training delivered and walkthrough videos created to support staff - shared via google classroom in the Remote Learning - Staff Support Classroom</p> |

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|   | <ul style="list-style-type: none"> <li>- Useful online tutorials</li> <li>- TGA tutorials</li> <li>- Teacher guides</li> <li>- Supporting documents</li> </ul> <p>Clear plan in place for utilising covid catch up premium to support and impact on our most vulnerable learners and reduce educational gaps. <a href="https://docs.google.com/spreadsheets/d/1xEYCIQYFOBuRuYcGEIQswSitoN_Ghdpc7M9YQmHGJmY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1xEYCIQYFOBuRuYcGEIQswSitoN_Ghdpc7M9YQmHGJmY/edit?usp=sharing</a></p> <p><b>Areas for Development / Next Steps</b><br/> <b>We are currently working with the Media team to ensure a separate area on the website is clearly signposted with all relevant information, policies, help guides letters etc. as previously information has been posted in 'feed' area so not easily accessible.</b></p>   |
| <p><b>Communication</b><br/> Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p> | <p>Strengths<br/> Meetings with Governors have continued termly via remote access and this is used to inform on current practise, risk assessments, attendance to remote learning etc. Strategic documents openly shared including Development planning and curriculum developments. Example report - <a href="https://drive.google.com/file/d/11RAC0yX3E9G5Qa6DZqmD4P6E1c7JW7Er/view?usp=sharing">https://drive.google.com/file/d/11RAC0yX3E9G5Qa6DZqmD4P6E1c7JW7Er/view?usp=sharing</a></p> <p>Our home school communication demonstrates how staff are frequently reaching out to parents to communicate and share guidance on home school learning as well as welfare check ins. <b>Every child</b> in the Academy has a 'weekly' contact with a nominated staff member. Communication is tracked on a google sheet and comments/ actions recorded.<br/> <a href="https://docs.google.com/spreadsheets/d/150Wk2Rbq7Tmzu-p-Ww_1XUw1BpxH2FUMhdxAGkJBaPY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/150Wk2Rbq7Tmzu-p-Ww_1XUw1BpxH2FUMhdxAGkJBaPY/edit?usp=sharing</a></p> <p>All parents/carers provided a guide to supporting students with accessing the remote learning including hard copies posted to those with limited remote access/ ICT knowledge and remote learning policy shared on the website and updated regularly.</p> <p>Google forms used to get feedback on provision and results used to inform future practice, parents on the whole have communicated very positively about the school's approach and the support received. Example Survey results<br/> <a href="https://docs.google.com/spreadsheets/d/1uuBzmYTcOkrzB8xKptV_aLj5cTXL0ePBkkPEL5bPliA/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1uuBzmYTcOkrzB8xKptV_aLj5cTXL0ePBkkPEL5bPliA/edit?usp=sharing</a></p> <p>As well as the weekly telephone call Parents receive regular updates via text / email / letter regarding the offer for their child including information on FSM, Workshops for remote access, all of this is evidenced through BROMCOM communication logs.</p> <p>Google classroom teacher training delivered and walkthrough videos created to support staff - shared via google classroom in the Remote Learning - Staff Support Classroom</p> <ul style="list-style-type: none"> <li>- Useful online tutorials</li> <li>- TGA tutorials</li> <li>- Teacher guides</li> <li>- Supporting documents</li> </ul> |

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|   | <p>Regular staff briefings and weekly CPD is utilised to keep all staff up to date, share key communication and offer further support and guidance.</p> <p><b>Areas for Development / Next Steps</b></p> <ul style="list-style-type: none"> <li>- <b>needs signposting more clearly on the school website rather than being placed in news feed</b></li> <li>- <b>Governors tend to focus on operational approaches rather than strategic direction - Governor training required</b></li> <li>- <b>Feedback - Develop a system to capture the additional communication and praise and suggestions received from parents</b></li> </ul>  |
| <p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>● understanding the impact on staff workload and how to mitigate against it</li> <li>● staffing changes</li> </ul> <p>having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</p> | <p><b>Strengths</b></p> <p>Regular staff briefings and weekly CPD is utilised to keep all staff up to date, share key communication and offer further support and guidance.</p> <p>A Trust staff wellbeing survey was completed in December 2020 <a href="https://docs.google.com/document/d/1vMZEJsuQibMg9YaKJSxcu4QY5T4E1TAb_ICbCgECSZg/edit?usp=sharing">https://docs.google.com/document/d/1vMZEJsuQibMg9YaKJSxcu4QY5T4E1TAb_ICbCgECSZg/edit?usp=sharing</a> and feedback received has been utilised to improve practice moving forwards. Positive feedback received from staff regarding the Schools approach to the epidemic and working practise has been received. This is to be captured in a school based wellbeing survey to compare with feedback in original. Support staff realignment has caused additional and unavoidable stresses to the workforce but this process is now complete and hoped this will be reflected in future staff voice.</p> <p>Clear communication that no email traffic between 9pm and 7am and weekends to enable switch off and improve work/life balance. Departments given greater autonomy to have subject specific CPD and develop routines of delivering remote learning to spread work load more evenly which is QA by the leadership team. See remote learning curriculum delivery models - <a href="https://docs.google.com/spreadsheets/d/1qV0mXnRTSEtH0DFDYb-ShCYLabT7nEc8_E0aiNY87Dw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1qV0mXnRTSEtH0DFDYb-ShCYLabT7nEc8_E0aiNY87Dw/edit?usp=sharing</a></p> <p>2 Members of staff (SENDCO and DSL) have completed the Healthy Minds ‘Wellbeing for Education Return’ training which is aimed at children and young people but also to raise awareness on additional stress and pressures for all.</p> <p>Remote learning policy is shared which highlights working expectations. Clear communication of Risk Assessments and an open door policy for staff to ask for help and support.</p> <p>New staff have joined the Academy during the January lockdown and feedback received has been very positive about inclusivity and positive communication all staff have still accessed remote induction as needed. . Staffing appointments continue where required.</p> <p>Staff attendance is monitored and any required isolation is supported as needed. Robust staff testing is offered to mitigate against additional spreading of Covid 19 to reduce risk of additional staff to staff contact.</p> <p>Staff requiring LOA use the normal procedure to request leave which is supported as needed by the Leadership team, including absence following bereavements.</p> |

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|  | <p>Student attendance and absence data is robustly collated, monitored and utilised to develop systems and procedures to impact on progress. <a href="https://docs.google.com/spreadsheets/d/1bJw0UFSL0pXOdInDMsE5bW16_XLCMZQXDARHh6IGGs/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1bJw0UFSL0pXOdInDMsE5bW16_XLCMZQXDARHh6IGGs/edit?usp=sharing</a> this is also cross referenced with the Weekly contact logs and used to trigger additional welfare check ins and home visits as needed. The attendance, inclusion and welfare team complete covid secure home visits to check on any child whose absence on non-communication is causing a concern. EHCP/Vulnerable have a rolling 3 day contact and if no contact in 5 days this triggers a home visit. Any student due in to attend onsite provision but doesn't attend has immediate contact and home visit triggered after 3 days. All other students who have no contact response over 10 days also will generate a home visit if they are also not accessing work.</p> <p>Students who are not routinely accessing work are defined as vulnerable and as such are targeted to attend a workshop in school to support the removal of additional barriers. Students are invited to complete a covid-secure AM or PM year group bubble workshop where additional help / guidance and resources are made available.</p> <p><b>Areas for Development / Next Steps</b><br/> <b>Additional staff voice to be completed to capture current impact on staff - including views of newly appointed staff</b><br/> <b>Develop a system to capture the additional communication and praise and suggestions received from staff</b><br/> <b>Members of SLT / Staff on workforce to have Mental Health first aid training</b><br/> <b>Virtual love Workshops for parents with how to support their children online</b></p> |
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## 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.

| School scores remote education context and pupil engagement as 3 because...  |   |
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| <p><b>Home environment</b><br/> 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 pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> <li>● understanding their strengths and weaknesses to improve their learning</li> <li>● how to learn from home</li> </ul> | <p><b>Strengths</b><br/> Students have a remote learning offer that mirrors the timetables of 'in school' provision. This is to support consistent routines and pupils being able to regulate and organise their own days aligned to that of a 'normal' routine. Weekly welfare contact is used as a quick response to discuss any arising issues and provide additional guidance and support.</p> <p>Students have received guidance documents to help them access work, this contains both verbal and visual instructions. <a href="https://docs.google.com/document/d/1VVkbNDNnBQNQexQaUEJmTeGFrvpxI5kTdyR-F0XrSRY/edit?usp=sharing">https://docs.google.com/document/d/1VVkbNDNnBQNQexQaUEJmTeGFrvpxI5kTdyR-F0XrSRY/edit?usp=sharing</a>. The social media feed has contained numerous guides to support access including using Xbox/play stations etc. to improve this further a separate section on the website needs developing rather than relying on feed.</p> |

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| <ul style="list-style-type: none"> <li>• how to manage their time during periods of isolation</li> </ul>  | <p>Students who are vulnerable but choosing not to attend the onsite provision have a risk assessment and are actively encouraged to attend with close contact with LCC children services support.</p> <p>The school is proactive in seeking devices for students who only have mobile phones or no device. Survey results used to inform requests for Trust central resources and updated in weekly contact log. Requests are all tracked with PP being prioritized as devices become available. <a href="https://docs.google.com/spreadsheets/d/1XRvtwoImnkNGii-YkbO1NCr4fjPkLJFqYeCV-ED2bQE/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1XRvtwoImnkNGii-YkbO1NCr4fjPkLJFqYeCV-ED2bQE/edit?usp=sharing</a></p> <p>During individual isolation (as opposed to full lockdown) overview of contact is coordinated by D Miller remote learning coordinator and advice guidance and support offered directly. In full lockdown this approach is expanded with all staff having a cohort to be the first point of contact for.</p> <p>Resources have been made available for all pupil premium students which include whiteboards and pens, exercise books, basic stationary and maths books to support home learning as we are aware this is not commonly available within disadvantaged households.</p> <p>Staff CPD on making welfare calls completed with clear follow up guidance on structuring conversations - include non-critical language and focus on support as well as parents wellbeing.</p> <p>SE lessons have continued during lockdown and have been adapted to respond to the needs of the students at home learning remotely. In year 7-10 students have covered the dreams and goals unit looking at setting long and short term goals, overcoming challenges, planning skills, safe choices and the benefits of helping others. They have also focused on mental health and wellbeing. In year 11 all students have continued having their one to one careers interviews remotely over the phone with our level 6 qualified careers guidance colleague supporting college applications and looked at health me covering managing stress and the pressure of exams/coursework, mental and physical health including making safe choices. We have also had inspirational speakers talking to students remotely and in year 8 options lessons including local universities, HE, FE and employers. We are launching our new careers software this week with whole staff training.</p> <p><b>Areas for Development / Next Steps</b><br/> <b>Develop a website to collate all remote learning resources rather than utilising feed only.</b><br/> <b>Review timings of day to explore making longer break between lessons to support screen off time</b></p> |
| <p><b>Laptops, tablets and internet access</b><br/> 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</p> | <p><b>Strengths</b></p> <p>The school has taken a proactive approach to support with devices in the home and is constantly reviewing access. Weekly calls utilise a clear tracker of student engagement in online lessons and action taken where device is the limiting factor. Currently 134 devices have been requested by families and are being supported. Several families have hard copies of work</p>   |

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| <p>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>sent due to medical issues (such as epilepsy) where screen time is a trigger or other concerns linked to online behaviours. <a href="https://docs.google.com/spreadsheets/d/1XRVTwolmknkNGii-YkbO1NCr4fjPkLJFqYeCV-ED2bQE/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1XRVTwolmknkNGii-YkbO1NCr4fjPkLJFqYeCV-ED2bQE/edit?usp=sharing</a></p> <p>Students not accessing work are invited into the Academy to complete a day workshop to build confidence and remove barriers. Approx. 38% of those invited have attended and 100% of those attended are now accessing at least 1 lesson per day compared to 0% previously. <a href="https://docs.google.com/spreadsheets/d/10E4J873902rHp8mu1-7CnnMnS6AbB6eRCK6Howbtkeg/edit?usp=sharing">https://docs.google.com/spreadsheets/d/10E4J873902rHp8mu1-7CnnMnS6AbB6eRCK6Howbtkeg/edit?usp=sharing</a></p> <p>Covid Catch up premium is being utilised to support access to additional technologies and targets our most vulnerable learners effectively<br/><a href="https://docs.google.com/spreadsheets/d/1xEYCIQYFOBuRuYcGEIQswSjtoN_Ghdpc7M9YQmHGJmY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1xEYCIQYFOBuRuYcGEIQswSjtoN_Ghdpc7M9YQmHGJmY/edit?usp=sharing</a></p> <p><b>Areas for Development / Next Steps</b><br/>Continue to explore strategies to encourage students not accessing provision regularly<br/>Work packs - content to be aligned more closely to remote offer and curriculum plans</p>  |
| <p><b>Supporting children with additional needs</b><br/>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.<br/>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><b>Strengths</b><br/>All students with EHCP and classed as vulnerable have been invited into the school to access onsite provision. Where provision offers not taken up risk assessments completed with external agencies invited.</p> <p>Key Workers support all vulnerable students and live daily tutorial via google classroom to high needs students. TAs are aligned to vulnerable students for weekly check ins and also join lessons and share google documents with cohorts to offer individualised support based on need.</p> <p>Guidance for parents also 'posted' to targeted families who have limited IT knowledge to support their child. Phone calls made to support parents accessing Google classroom.</p> <p>Individual work packs have been posted to a small number of parents for students remaining at home and where online access problems continue. Key worker teaching assistants phone these students to assist this work completion and to talk students through accessing online lessons whilst on the phone. This is formally recorded on the contact log and TAs keep</p> <p>Home visits by staff to support parent and student confidence with use of IT hardware and remote learning software.</p> <p>The Covid Catch-up grant is being utilised to provide additional assistance to students with literacy barriers in the form of an additional literacy mentor to work with the most vulnerable.<br/><a href="https://docs.google.com/spreadsheets/d/1xEYCIQYFOBuRuYcGEIQswSjtoN_Ghdpc7M9YQmHGJmY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1xEYCIQYFOBuRuYcGEIQswSjtoN_Ghdpc7M9YQmHGJmY/edit?usp=sharing</a></p> <p><b>Areas for Development / Next Steps</b></p> |

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|  | <p>Parent virtual workshops to upskill and increase awareness of offer removing some misconceptions<br/> Additional CPD on TA support for students in live lessons and using Google classroom software most effectively.<br/> Guidance for parents</p>   |
| <p><b>Monitoring engagement</b><br/> 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><b>Strengths</b></p> <p>All families have a link member of support staff who makes weekly contact to support and encourage engagement. Home visits are used regularly when no contact is made. Bromcom is utilised to actively track student attendance to every session, this is collated and shared with key workers daily via a live google sheet to inform conversations.<br/> <a href="https://docs.google.com/spreadsheets/d/1bJw0UFSL0pXOdlnDMsE5bW16_XLCMZQXDARHh6IGGs/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1bJw0UFSL0pXOdlnDMsE5bW16_XLCMZQXDARHh6IGGs/edit?usp=sharing</a></p> <p>Virtual parent’s evenings utilising school cloud software are continuing to provide live feedback from teachers as per the school calendar.</p> <p><b>Areas for Development / Next Steps</b></p> <p>Where students are not accessing live lessons but completing work (on following days) participation is more difficult to document and report on but solutions currently being explored.</p>   |
| <p><b>Pupil digital skills and literacy</b><br/> The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p> | <p><b>Strengths</b></p> <p>Student guides to accessing remote learning have been shared with students by email and social media. A support email has been set up for students to contact the academy with issues with remote learning. Year teams and SLT have responded to these emails within 24hrs with phone calls, with a call log set up to track issues and solutions.</p> <p>Video and pdf guides on accessing the google classroom, including via Xbox and PS4 have been shared with students.</p> <p>Students not accessing remote learning have been invited into school and walkthrough the online remote education provision.</p> <p>Dyslexic students have been directed to assistive technologies that change screen colour to support students reading and screen fatigue. Students have also been shown several online assisted reading website including <a href="http://www.naturalreaders.com">www.naturalreaders.com</a></p> <p><b>Areas for Development / Next Steps</b></p> <p>Research additional assistive technologies and seek best practise from within other establishments</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

| School scores curriculum planning and delivery as 3 because...   |   |
|--|---|
| <p><b>Minimum provision</b><br/>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"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul> | <p><b>Strengths</b><br/>All students can access live lessons for a minimum of 5 hrs a day in line with their normal timetable offer this includes both live direct teaching and time for pupils to complete work independently. The remote learning policy clearly sets of this expectation.<br/><a href="https://drive.google.com/file/d/1pCbga4JIMQyqrMMsrJjfF749LMslPaY/view?usp=sharing">https://drive.google.com/file/d/1pCbga4JIMQyqrMMsrJjfF749LMslPaY/view?usp=sharing</a></p> <p>Curriculum plans have been reviewed and adapted and quality assurance activities are being completed by the Leadership team supported by Trust directors to verify offers and check adherence to plans. A member of the Leadership has been assigned to each faculty area to review lessons, adherence to planned curriculum, celebrating success and identify next steps to develop further.<br/><a href="https://drive.google.com/file/d/1vlygxWqUb-ZKv4A5i1_hM1A4yfADU15/view?usp=sharing">https://drive.google.com/file/d/1vlygxWqUb-ZKv4A5i1_hM1A4yfADU15/view?usp=sharing</a></p> <p><b>Areas for Development / Next Steps</b><br/>Continue to look for ways to encourage engagement by all of the full 5 hour a day offer.</p>   |
| <p><b>Curriculum planning</b><br/>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 but adapted or one that is completely different.</p>   | <p><b>Strengths</b><br/>Curriculum plans have been updated to reflect current practise and where possible align to in school offer with daily planning updated to meet needs of remote learning. Observations conducted so far support this. Example curriculums:</p> <p><b>English</b> continues to cover the curriculum albeit they have made some adjustments to support online learning. All assessments on line are clearly tracked. In year 7 an additional unit was added following lost time in Year 6. In year 8 a short 'Gothic Unit' to the start of the Spring Term to ensure that a common assessment is in place. In year 9 no change. In year 10 mocks cancelled as a result the sequence for teaching poetry has swapped. In year 11 no change to the plan.<br/><a href="https://drive.google.com/drive/folders/1rXXu9VPDPZM9n5Vh1q0WiMI7bOIBztnm?usp=sharing">https://drive.google.com/drive/folders/1rXXu9VPDPZM9n5Vh1q0WiMI7bOIBztnm?usp=sharing</a></p> <p><b>Maths</b> - <a href="https://drive.google.com/drive/folders/1f8huWoiD3-U7zXOeHch9DrjsfUfqaen_?usp=sharing">https://drive.google.com/drive/folders/1f8huWoiD3-U7zXOeHch9DrjsfUfqaen_?usp=sharing</a><br/>Mathematics are continuing to cover the curriculum as they would be during in-school provision. Some adjustments have been made to some elements and a reordering of some units due to it being more difficult to teach some concepts remotely, particularly those that require in-person physical demonstration.</p> <p><b>Science</b> - <a href="https://drive.google.com/drive/folders/1TVr5IKTRd1TbqOzY1N4Hgt9q4tNiPi9G?usp=sharing">https://drive.google.com/drive/folders/1TVr5IKTRd1TbqOzY1N4Hgt9q4tNiPi9G?usp=sharing</a></p> |

The remote science curriculum is identical to the in school curriculum. Amendments have been made due to the limitations of resources and access to laboratories. Where practical science skills cannot be taught these have been delayed and integrated into future units of work. A scientific skills unit of work is being developed for each year group to recover these skills.

#### EBACC

History, Geography and MFL are continuing to cover the curriculum as they would be during in-school provision, see links below

History - <https://drive.google.com/drive/u/0/folders/1HOx9iNQkgjkPKHPOZZHVeirZx1VfLxgI>

Geography - [https://drive.google.com/drive/u/0/folders/1yMWx3qQTGxHul2c\\_7I8hNAN7vnZHVYZ8](https://drive.google.com/drive/u/0/folders/1yMWx3qQTGxHul2c_7I8hNAN7vnZHVYZ8)

MFL - [https://drive.google.com/drive/u/0/folders/1\\_BxrU7Mz6xeLgtqjvfrFnkAsLIPW3WBj](https://drive.google.com/drive/u/0/folders/1_BxrU7Mz6xeLgtqjvfrFnkAsLIPW3WBj)

IT - <https://drive.google.com/drive/folders/1p2ib8mMtQA9O0CG15yNQjw9nzoagM19A?usp=sharing>

IT are continuing to deliver some of the curriculum content as planned to some year groups (primarily in KS3 and Y11), in Y9 and Y10 some changes to taught content have needed to be made due to the availability of software to students learning from home. Where changes have been made, alternative content is being taught as outlined in the link document.

PE - <https://drive.google.com/drive/folders/159ZhCAnzvnwAmITy-bviyZbAUPDJQAgN>

Core PE cannot be delivered as planned therefore all years have been given a menu of 4 different activities a week to complete. These are fitness based workouts and a walking activity. Y9 BTEC have now switched from in-school leadership activities to now completing weekly tasks introduced in live lessons that are research tasks to gain the knowledge that will support BTEC assignments in Y10. All content is linked specifically to each Unit assignment that they will complete next academic year. Y10 and Y11 BTEC Sport - These year groups are still completing coursework activities as though they were in school. They are given live briefings for individualised help and introduction of assignments.

PA - <https://drive.google.com/drive/folders/1RLeWdrrqjyeTWxOnDmJuf4UB6jGJdJv>

Music - KS3 students are completing the year 7 scheme of work, this allows year 8 to catch up the work they missed in lockdown 1 and is the normal plan for year 7. The topic is medieval music, which encompasses necessary knowledge of drone, ostinato and melodic writing. This work would usually be done using instruments such as recorders, keyboards, drums and voices. They have used google band lab and chrome lab to engage in a more practical approach during online learning. KS4 cannot follow the planned activities due to the practical element not be completed as planned, students are therefore working on the initial written Task 1 and record video logs at home where they can. Drama - Drama KS3 has set weekly Drama challenges and KS4 students are completing coursework. Dance - yr9 solo Choreography has been amended. Students continue to focus on physical and technical skills and be able to identify choreographic skills. Year 10/11 will focus on completing the coursework element of the course.

**Technology/Art** - Where completing 'normal' curriculum is not possible - such as DT where no access to workshops is available staff are focussing on developing other knowledge and are adapting offers to enable return to skills when restrictions allow. Curriculum statements support this.

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|   | <p>Where alternative curriculums are utilised (such as Oak Academy) this always includes a live teacher explanation and is planned to ensure lesson is still sequenced in line with planning.</p> <p>Where completing 'normal' curriculum is not possible - such as DT where no access to workshops is available staff are focussing on developing other knowledge and are adapting offers to enable return to skills when restrictions allow. Curriculum statements support this.</p> <p>SE - <a href="https://drive.google.com/drive/folders/1VDbzaFRBiHCTwvpZPk7MdNK56aarOkGy">https://drive.google.com/drive/folders/1VDbzaFRBiHCTwvpZPk7MdNK56aarOkGy</a><br/> Social Education is continuing to cover the curriculum as they would be during in-school provision and has been further supplemented by additional virtual careers lessons and workshops for the Year 8 cohort who are choosing options. Year 11 are also continuing their one to ones virtually and applications to college.<br/> <a href="https://thegainsboroughacademy.org.uk/karas-se-poster/?fbclid=IwAR0FrcjekaRvQNrsPQZVYdipaj91NVHnLJ-YX3SIErqOQ3xe5dJ1Msltpo">https://thegainsboroughacademy.org.uk/karas-se-poster/?fbclid=IwAR0FrcjekaRvQNrsPQZVYdipaj91NVHnLJ-YX3SIErqOQ3xe5dJ1Msltpo</a></p> <p>Social Sciences - There is no change because all knowledge and content can be achieved through remote learning<br/> <a href="https://drive.google.com/drive/folders/1Xzv61wBqVOSmB4hfEPBGPzSxgDSQSe0?usp=sharing">https://drive.google.com/drive/folders/1Xzv61wBqVOSmB4hfEPBGPzSxgDSQSe0?usp=sharing</a></p> <p><b>Areas for Development / Next Steps</b><br/> <b>Marking and Assessment during remote learning. CPD to support teachers with strategies to identify gaps but also mindful of workload.</b><br/> <b>Revisit curriculums to be reviewed and developed for when restrictions are lifted to allow for planned catch up for ALL cohorts</b></p> |
| <p><b>Curriculum delivery</b><br/> The school has a system in place to support remote education, using curriculum-aligned, resources.<br/> 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.<br/> The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p> | <p><b>Strengths</b><br/> The school is using Google Classroom for ALL lessons and all lessons wherever possible include a live delivered aspect.<br/> Google classroom content has been reviewed and developed regularly in response to feedback from staff, students and families regarding ease of access. Example Google Classroom resource -overview<br/> <a href="https://classroom.google.com/u/2/w/MTU2MTA1MzUyMzEy/tc/MjQ3ODAOjlyNjU4">https://classroom.google.com/u/2/w/MTU2MTA1MzUyMzEy/tc/MjQ3ODAOjlyNjU4</a></p> <p>Google classroom teacher training delivered and walkthrough videos created to support staff - shared via google classroom in the Remote Learning - Staff Support Classroom</p> <ul style="list-style-type: none"> <li>- Useful online tutorials</li> <li>- TGA tutorials available to all staff</li> <li>- Teacher guides</li> <li>- Supporting documents</li> </ul>  |

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|  | <p>Surveys have captured feedback from parents regarding use of google classroom<br/> <a href="https://docs.google.com/forms/d/e/1FAIpQLScprELgB5M9GeWlf55Dn0Ke2YSPJcbkKIm8A9IpdH3rhoWQEA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScprELgB5M9GeWlf55Dn0Ke2YSPJcbkKIm8A9IpdH3rhoWQEA/viewform?usp=sf_link</a></p> <p>Practise has been adapted taking into account feedback including requirement staff maintain a live presence for full duration of lesson rather than just live starter. Timetables have been sent home for all families. Reviewed and updated our tracking of attendance to online lessons which is shared with parents in weekly calls.</p> <p>During lockdown the school council has continued to meet weekly with online learning always the first agenda item. The feedback has been very positive from students from all year groups and where areas for development have been identified these have been shared. The council has also prepared student help guides and videos to support other students.<br/> <a href="https://www.facebook.com/1687596728199428/videos/2851222921827649">https://www.facebook.com/1687596728199428/videos/2851222921827649</a><br/> <a href="https://drive.google.com/open?id=1WHZ_qsRLKRA43CeWa4RkutvI5oG1vDj5">https://drive.google.com/open?id=1WHZ_qsRLKRA43CeWa4RkutvI5oG1vDj5</a><br/> <a href="https://drive.google.com/open?id=1WHZ_qsRLKRA43CeWa4RkutvI5oG1vDj5">https://drive.google.com/open?id=1WHZ_qsRLKRA43CeWa4RkutvI5oG1vDj5</a><br/> <a href="https://drive.google.com/open?id=11xThEjDXITEal-G4XRDqUTxgZVnBxzWz">https://drive.google.com/open?id=11xThEjDXITEal-G4XRDqUTxgZVnBxzWz</a><br/> <a href="https://drive.google.com/open?id=1Ujxy22ZrpVZG1xot61fRU2XpUW6UP-b7">https://drive.google.com/open?id=1Ujxy22ZrpVZG1xot61fRU2XpUW6UP-b7</a><br/> <a href="https://drive.google.com/open?id=1hEq5S8DEq8kzpyMA9gFzAn_dZibl_-XD">https://drive.google.com/open?id=1hEq5S8DEq8kzpyMA9gFzAn_dZibl_-XD</a></p> <p><b>Areas for Development / Next Steps</b><br/> <b>Sharing good practise identified in SLT QA observations to inform practise of less confident staff.</b></p> |
| <p><b>Assessment and feedback</b><br/> The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.<br/> The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p> | <p><b>Strengths</b><br/> Formalising assessment and feedback is an area currently being reviewed and developed as part of the QA cycle. Some teachers/departments are finding ways to digitally assess students through google quizzes, instant feedback on google documents, bespoke subject software's, emailing students feedback.</p> <p>We have invested in school cloud to allow us to conduct remote parent's evenings over video links to facilitate an opportunity to feedback to parents on student progress.</p> <p><b>Areas for Development/Next Steps</b><br/> SLT reviews have demonstrated that Middle Leaders are aware staff have some assessment strategies in place but don't currently have a clear overview of the progress students are making during the remote learning so the following actions are currently in place to develop this area further overseen by the AP for Data and Assessment.</p> <ul style="list-style-type: none"> <li>- collation and review of all mark books to capture both formative and summative assessment during remote learning</li> <li>- Additional CPD opportunities (Trust led) for all workforce to reintroduce I can Assessment methods on new system</li> <li>- CPD delivered for staff on Assessment during remote learning and mark books (4/2/21)</li> </ul>   |

# Capacity and capability

Schools support staff to deliver high-quality remote education.

|   | School scores capacity and capability as 4 because...   |
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| <p><b>Effective practice</b><br/>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><b>Strengths</b><br/>DFE communication is shared with all Senior Leaders as well as being communicated regularly from the Trust to guide strategic direction and policy considerations.</p> <p>Risk Assessment is produced centrally and updated often to keep up to date with current policy and requirements. This is communicated to the wider workforce through live briefings, emails and training. Example briefing to give information:<br/><a href="https://drive.google.com/file/d/1fphllk9TzdDQbodlvk8RAzbhJxKlaNzc/view?usp=sharing">https://drive.google.com/file/d/1fphllk9TzdDQbodlvk8RAzbhJxKlaNzc/view?usp=sharing</a></p> <p>Google classroom teacher training delivered and walkthrough videos created to support staff - shared via google classroom in the Remote Learning - Staff Support Classroom</p> <ul style="list-style-type: none"> <li>- Useful online tutorials</li> <li>- TGA tutorials available to all staff</li> <li>- Teacher guides</li> <li>- Supporting documents</li> </ul> <p>Teaching and Learning newsletter developed by AHT to raise awareness of current CPD and research driven opportunities initiated in September 2020 but needs to be revisited in line with current remote working for relaunch March 2021</p> <p><b>Areas for Development / Next Steps</b><br/>Central calendar of school and trust wide support events/ CPD opportunities to widen awareness outside specific invitees<br/>Teaching and Learning newsletter to be developed to incorporate remote learning. Example newsletter Dec 2020 -<br/><a href="https://docs.google.com/document/d/1IsPq3TevxnxLS0YpINDPGUclyQHL6CBr02I_UhuLQ9I/edit?usp=sharing">https://docs.google.com/document/d/1IsPq3TevxnxLS0YpINDPGUclyQHL6CBr02I_UhuLQ9I/edit?usp=sharing</a></p> |
| <p><b>Staff capability</b><br/>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms,</p>  | <p><b>Strengths</b><br/>Staff have all received guidance and training on how to conduct live lessons and an in school training day was made available for online live workshops. QA of live lessons shows adherence to all safeguarding and home working protocols.</p>   |

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| <p>devices and internet) they need to teach and support pupils remotely.<br/>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>Weekly CPD and briefings (recorded) are utilised to keep staff up to date and continually focussed on improving offer and developing staff. QA activity then triangulates impact of CPD and additional support put in place where needed.</p> <p>Physical buildings remain open for all staff to access technology and internet connections where needed to enable staff to choose home or workplace to deliver lessons. SLT, Technicians and Repro support available everyday both online and physically within school to offer live help, support and guidance as needed. As requested by MLT additional resources have been delivered to teacher's homes such as Visualizers. Observations show increased use of additional resources to support teaching.</p> <p>Positive feedback from parents received about remote working, teacher's commitment and hard work in adapting pedagogy quickly and effectively. Positive feedback is shared with all staff each week to reinforce workforce morale.</p> <p>MLT have had the autonomy to adapt curriculums as needed to support remote platforms including buddying staff where feasible to reduce workload yet still provide a high quality offer. Planned Team teaching is also being utilised across the Academy at the discretion of the individual subject areas. <a href="https://docs.google.com/spreadsheets/d/1qV0mXnRTSEtH0dFDYb-ShCYLabT7nEc8_E0aiNY87Dw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1qV0mXnRTSEtH0dFDYb-ShCYLabT7nEc8_E0aiNY87Dw/edit?usp=sharing</a></p> <p><b>Areas for Development / Next Steps</b><br/>Planned programme to provide more opportunities to celebrate and share good practise and formalise and timetable of peer to peer observations to share good use of technologies / apps</p> <p>Central calendar of inter school support events/ CPD opportunities to widen awareness outside specific invitees</p> |
| <p><b>Strategic partnerships</b><br/>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 <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>   | <p><b>Strengths</b><br/>Established school to school support is being utilised to support delivery and QA in English, Maths and Science. as well as additional CPD to increase confidence, knowledge and understanding in data and assessment.</p> <p>MLT all have a link to other colleagues across the MAT to gain specialist support and teaching ideas/networking.</p> <p><b>Areas for Development / Next Steps</b><br/><b>Additional in house staff surveys to be completed to capture more formally how equipped staff feel, access to resources and networks, workload, general feedback</b></p>   |

# Communication

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

|   | School scores communication as 4 because...  |
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| <p><b>Realistic expectations of pupils, parents and carers</b><br/>           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><b>Strengths</b></p> <p>Policy published on website - <a href="https://drive.google.com/file/d/1pCbga4JIMQyqrMMsrJjfF749LMsIPaY/view?usp=sharing">https://drive.google.com/file/d/1pCbga4JIMQyqrMMsrJjfF749LMsIPaY/view?usp=sharing</a></p> <p>Parents are kept up to date with regular letters, emails, texts, social media posts and this has been commented on by parents as a strength. Example letter and feedback - <a href="https://thegainsboroughacademy.org.uk/wp-content/uploads/2021/01/Home-Learning-Letter-210121.pdf">https://thegainsboroughacademy.org.uk/wp-content/uploads/2021/01/Home-Learning-Letter-210121.pdf</a><br/> <a href="https://docs.google.com/spreadsheets/d/1VI_m2TK23nXlsgk_3Fp1HkWjLAyZMBJ24niSEoZykSU/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1VI_m2TK23nXlsgk_3Fp1HkWjLAyZMBJ24niSEoZykSU/edit?usp=sharing</a></p> <p>All parents/carers and students provided with a guide to supporting with accessing the remote learning including hard copies posted to those with limited remote access/ ICT knowledge and remote learning policy shared on the website and updated regularly.</p> <p>Google forms used to get feedback on provision and results used to inform future practice, parents on the whole have communicated very positively about the school's approach and the support received. Example Survey results<br/> <a href="https://docs.google.com/spreadsheets/d/1uuBzmYTcOkzrB8xKptV_aLj5cTXL0ePBkkPEL5bPliA/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1uuBzmYTcOkzrB8xKptV_aLj5cTXL0ePBkkPEL5bPliA/edit?usp=sharing</a></p> <p>As well as the weekly telephone call Parents receive regular updates via text / email / letter regarding the offer for their child including information on FSM, Workshops for remote access, all of this is evidenced through BROMCOM communication logs.</p> <p>A consistent approach to using the google platform has been embedded and additional CPD for staff delivered. Students not meeting the required expectation for remote learning are contacted and invited to attend an onsite workshop where compliance remains a concern following remote support.</p> <p>Issues within households is shared across the staffing body and collated by the attendance and welfare team so that any household experiencing issues / trauma are not being over pressurised. CPOMS logs evidence the continued commitment to safeguarding and maintaining an awareness of expectations that are driven by individual circumstances.</p> <p><b>Areas for Development / Next Steps</b></p> |
| <p><b>School community events</b><br/>           Pupils are given regular opportunities to attend and participate in shared, interactive lessons and</p>  | <p><b>Strengths</b></p> <p><b>From the start of lockdown once again we commenced our DAILY emails to all students and staff daily involving a host of different</b></p>  |

activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.

challenges encouraging a sense of belonging. These daily challenges have involved students, staff and parents and have involved a wealth of activities including the following.

**PE Challenges**

[https://www.youtube.com/watch?fbclid=IwAR0fjywSvBCX1RG\\_iNCUHgZYtW-WiNdJ7VwpVF2eNUa0V9nJWp1o4D9fPHQ&v=3lrk7HzQJX4&feature=youtu.be](https://www.youtube.com/watch?fbclid=IwAR0fjywSvBCX1RG_iNCUHgZYtW-WiNdJ7VwpVF2eNUa0V9nJWp1o4D9fPHQ&v=3lrk7HzQJX4&feature=youtu.be)

**Word of the week**

<https://www.facebook.com/thegainsacademy/photos/a.1690763421216092/2554847584807667/>

**Maths Challenge**

<https://thegainsboroughacademy.org.uk/maths-quiz-challenge-w-c-1st-february/>

**Drama Challenge**

[https://www.youtube.com/watch?fbclid=IwAR0EST3gC96sSdMw6WTaZDAaVvP9hMj66J7m01uo9oCW\\_OlzANA2JunJqs&v=iE-GhzvrgNg&feature=youtu.be](https://www.youtube.com/watch?fbclid=IwAR0EST3gC96sSdMw6WTaZDAaVvP9hMj66J7m01uo9oCW_OlzANA2JunJqs&v=iE-GhzvrgNg&feature=youtu.be)

**MFL Cooking challenge**

<https://thegainsboroughacademy.org.uk/la-chandeleur/>

**Drawing Challenge**

<https://thegainsboroughacademy.org.uk/drawings-of-the-week-w-c-18th-jan-2021/>

**Questions of the day**

<https://thegainsboroughacademy.org.uk/questions-of-the-week-w-c-25th-jan-2021/>

**Amazon rewards vouchers weekly**

<https://thegainsboroughacademy.org.uk/amazon-voucher-winners-2/>

**TGA Sing**

<https://www.facebook.com/thegainsacademy/photos/a.1690763421216092/2554219101537182/>

**Snow challenge (reported in the local paper)**

<https://thegainsboroughacademy.org.uk/cfp-snow-challenge/>

**Story challenge with NLC**

<https://www.facebook.com/thegainsacademy/photos/a.1690763421216092/2551665901792502/>

Daily Emails to students from all HOY and SPM daily emails to students motivating them and reassuring them that they are there. HOY have organised weekly assemblies / meetings to catch up at opportune times of the week with positive attendance.

**Areas for Development / Next Steps**

All enrichment to be centralised on the website

# Safeguarding and Wellbeing

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

## School scores capacity and capability as 4 because...

### 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.

### Strengths

Both the remote learning policy, risk assessment, safeguarding policy and Online Acceptable use policy and addendum provide clear guidance on protocols during the current epidemic.

Risk Assessment - <https://thegainsboroughacademy.org.uk/wp-content/uploads/2021/01/WPT-Covid-risk-assessment-Jan-2021-DRAFT-v3-without-highlighting..pdf>

Safeguarding Addendum - [https://drive.google.com/file/d/10J2luoQekozE\\_DSYgvTK7UADOqTDxb8Z/view?usp=sharing](https://drive.google.com/file/d/10J2luoQekozE_DSYgvTK7UADOqTDxb8Z/view?usp=sharing)

Safeguarding policy - [https://drive.google.com/file/d/18Zon7fo9uqtMFD5\\_wjdzGUTauST6OH0o/view?usp=sharing](https://drive.google.com/file/d/18Zon7fo9uqtMFD5_wjdzGUTauST6OH0o/view?usp=sharing)

Online Learning Policy - <https://drive.google.com/file/d/1U7OkbbSEKtAf9NrovQ9MBHUvbxw5lrPg/view?usp=sharing>

Reporting routes are still aligned to normal practise for all stakeholders to avoid confusion and duplication. All safeguarding procedures remain the same as prior to remote learning and therefore all staff are clear in their roles and responsibilities with regard to reporting any safeguarding concerns. Staff are clear on reporting routes and always seek advice from DSL / DDSL in instances where clarity is required.

All staff continue to have access to CPOMS at home via secure log in and any safeguarding concerns are reportedly immediately via this system. DSL and DDSL are available at all times either in person, via email or telephone, with one or both on site every day to respond immediately to any concerns.

Children are all aware of where to report concerns and are confident to seek out support. Wellbeing weekly drop-ins with the Student and Family Welfare Team have been put in place and children have direct contact via email to the Welfare Team to request support. Students actively engage in this and feel confident to email requesting support.

Parents are aware of the Welfare Team in school and know to contact via telephone or email for a timely response. Concerns raised that are not of a safeguarding nature are promptly forwarded to the correct department for action. Contacts logged on the Weekly contact sheet.

Where safeguarding concerns are raised by staff members, feedback is always provided via CPOMS with any actions / outcome ([see CPOMS logs for evidence](#))

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|  | <p>Surveys for students have been completed on 'safety' in the community, online and in school to inform future practise.</p> <p>Our home school communication demonstrates how staff are frequently reaching out to parents to communicate and share guidance on home school learning as well as welfare check ins. <b>Every child</b> in the Academy has a 'weekly' contact with a nominated staff member. Communication is tracked on a google sheet and comments/ actions recorded.<br/> <a href="https://docs.google.com/spreadsheets/d/150Wk2Rbq7Tmzu-p-Ww_1XUw1BpxH2FUMhdxAGkJBaPY/edit?usp=sharing">https://docs.google.com/spreadsheets/d/150Wk2Rbq7Tmzu-p-Ww_1XUw1BpxH2FUMhdxAGkJBaPY/edit?usp=sharing</a>.</p> <p>Student attendance and absence data is robustly collated, monitored and utilised to develop systems and procedures to impact on progress. <a href="https://docs.google.com/spreadsheets/d/1bJw0UFSL0pXOdInDMsE5bW16_XLCMZQXDARHh6IGGs/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1bJw0UFSL0pXOdInDMsE5bW16_XLCMZQXDARHh6IGGs/edit?usp=sharing</a> this is also cross referenced with the Weekly contact logs and used to trigger additional welfare check ins and home visits as needed. The attendance, inclusion and welfare team complete covid secure home visits to check on any child whose absence on non-communication is causing a concern. EHCP/Vulnerable have a rolling 3-day contact and if no contact in 5 days this triggers a home visit. Any student due in to attend onsite provision but doesn't attend has immediate contact and home visit triggered after 3 days. All other students who have no contact response over 10 days also will generate a home visit if they are also not accessing work.</p> <p>Students who are not routinely accessing work are defined as vulnerable and as such are targeted to attend a workshop in school to support the removal of additional barriers. Students are invited to complete a covid-secure AM or PM year group bubble workshop where additional help / guidance and resources are made available.</p> <p><b>Areas for Development / Next Steps</b><br/> <b>Utilise information for 'Safety survey' to inform next steps</b><br/> <b>Create Safeguarding section on School Website to be the designated point for parents and students to access safeguarding and wellbeing information.</b></p> |
| <p><b>Online safety</b><br/> 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><b>Strengths</b><br/> Both the remote learning policy, risk assessment, safeguarding policy and Online Acceptable use policy and addendum provide clear guidance on protocols during the current epidemic. This specifically highlights how staff can also keep themselves safe online and acceptable use of technologies.</p> <p>KS3 have all have access to online safety lessons front loaded into KS3 Curriculum and safety survey including assessment of students feeling safe whilst online and also used to establish any current and ongoing concerns students have with accessing their learning online. Responses feed into practise moving forwards.</p> <p>Regular posts on social media and website about online safety and literature to enable parents to feel more confident when supporting their children online.</p> <p>All staff start lessons with key reminders on behaviour and online expectations including turning off cameras and muting unless invited to unmute.</p>   |

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|   | <p><b>Areas for Development / Next Steps</b></p> <p>All staff to have additional CPD on controls set up to disable chat function and accept invites so no student can join early.<br/>Ensure Website contains separate section sharing online safety material rather than just appearing in feed</p> <p>Create Safeguarding section on School Website to be the designated point for parents and students to access safeguarding and wellbeing information.</p>   |
| <p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.<br/>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p> | <p><b>Strengths</b></p> <p>Relationships of students with Student Progress Managers and the Welfare Team enable staff to feel confident in identifying negative changes to the mental health and wellbeing of our students. Staff feel confident in contacting the Welfare Team who follow up on every concern raised with both student and parents.</p> <p>Specific mental health assembly rolled out across all students to signpost to 'Kooth' and encourage students to explore if they feel they may need support.</p> <p>Education Mental Health Support Team supported by Welfare Team to build relationships with students who require additional mental health support team. One to one sessions are continuing remotely throughout the pandemic. Children then signposted to additional services in close liaison with Welfare where required. <a href="#">(all logs available on SFWT shared area as evidence)</a></p> <p>Welfare Team continues to attend all meetings virtually with parents and children (where appropriate) to address any concerns of this nature. Students who are attending the onsite provision have daily access to the Welfare Team and are actively emailing and requesting support when necessary.</p> <p>SE lessons this term have covered mental and physical health and staying safe (see above). Lincs Keeping safe days delivered remotely, which have been updated to reflect remote learning to include gas lighting etc. All resources from Lincs stay safe partnerships have been shared with students and parents.</p> <p>At every student's council meeting we talk about mental health and how students are feeling. Student council have organised assemblies and PowerPoints on mental health and where to go for help. Student council have organised the express yourself challenge for this week's mental health week. Princess Diana anti bullying ambassadors are still sharing their presence to all students via emails and the twitter and Instagram posts.<br/><a href="https://thegainsboroughacademy.org.uk/childrens-mental-health-week/">https://thegainsboroughacademy.org.uk/childrens-mental-health-week/</a><br/><a href="https://www.facebook.com/thegainsacademy/photos/pcb.2556107248015034/2556107091348383/">https://www.facebook.com/thegainsacademy/photos/pcb.2556107248015034/2556107091348383/</a></p> <p>Year 11 have had help advice and guidance from local colleges.<br/><a href="https://fb.watch/3rPRh8N27z/">https://fb.watch/3rPRh8N27z/</a></p> <p><b>The welfare team have a termly newsletter on mental health for TGA</b><br/><a href="https://thegainsboroughacademy.org.uk/wp-content/uploads/2021/01/Coronavirus-and-mental-health-information-PDF-1-">https://thegainsboroughacademy.org.uk/wp-content/uploads/2021/01/Coronavirus-and-mental-health-information-PDF-1-</a></p> |

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|  | <p><a href="#">1.pdf?fbclid=IwAR2dkGTJeUqzw0a6QoJafmSpFSuVdP2n9ABpk-PaY6pkMoZjKdptvkGzU0s</a></p> <p><b>Areas for Development / Next Steps</b><br/>Continue to build staff confidence in having basic mental health / wellbeing discussions with students - MHST to complete staff training to support.</p>   |
| <p><b>Data management</b><br/>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>             | <p><b>Strengths</b><br/>The features and permission settings on our digital platform are in line with behaviour, safeguarding and online safety policies. The remote learning policy clearly outlines the roles and responsibilities for all the workforce and devices used are appropriately password protected and encrypted.</p> <p>Data management systems used such as BROMCOM and CPOMS all adhere to GDPR policy and restrictions and staff are aware of data responsibilities.</p> <p>Where staff are uncomfortable broadcasting lessons from within their own households or making calls the school is fully open to accommodate working arrangements.</p> <p>All paper records are stored within locked filing cabinets with the key stored securely. Room remains locked at all times when not occupied.</p> <p>CPOMS is accessed by all staff via secure unique log in. Staff with elevated access permissions have additional layers of security to access records with the use of merilock keys and / or computer generated access codes which re-generate new codes every 30 seconds. Only designated key staff members have access to all student files. All other access is restricted to entering concerns only.</p> <p>Child Protection file transfers have continued with same level of security control students new to provisions are completed in a timely manner and paper files are mailed via secure, registered post. Staff at the new provision are requested to complete a file transfer form (enclosed within) and return with a signature to confirm receipt. All electronic records are transferred via CPOMS once a child is confirmed as on roll at the new provision. Confirmation telephone calls are made prior to transfer to ensure requests are correct.</p> <p><b>Areas for Development / Next Steps</b></p> |
| <p><b>Behaviour and attitude</b><br/>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p> | <p><b>Strengths</b><br/>The Remote Learning policy provides information to both staff and students about the expectations for behaviour during remote learning. <a href="https://drive.google.com/file/d/1IpCbga4JIMQyqrMMsrJjfF749LMslPaY/view?usp=sharing">https://drive.google.com/file/d/1IpCbga4JIMQyqrMMsrJjfF749LMslPaY/view?usp=sharing</a></p> <p>All staff have been informed of measures they must take to ensure both the safety of themselves and their students when online. Staff</p>  |

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|  | <p>continue to follow the school dress code and must blur any backgrounds out in their homes or utilise a plain background. Sessions are recorded to support any concerns that may be raised.</p> <p>Staff monitor behaviour in lessons and continue to use the school behaviour systems before ultimately removing students from their lessons if required as a last resort. Chat functions are monitored and any issues immediately addressed with parents and students. Issues have been minimal.</p> <p>Students attending the onsite provision are supported in bubbles with key staff. Each area has a buddy support teacher to intervene if required and a member of SLT onsite at all time for additional support.<br/><a href="https://docs.google.com/spreadsheets/d/10E4J873902rHp8mu1-7CnnMnS6AbB6eRCK6Howbtkeg/edit?usp=sharing">https://docs.google.com/spreadsheets/d/10E4J873902rHp8mu1-7CnnMnS6AbB6eRCK6Howbtkeg/edit?usp=sharing</a></p> <p>CFPs and CFCs are utilised to promote positive behaviours and students are rewarded weekly through a voucher system for demonstrating outstanding work / effort. Postcards home and positive phone calls home also motivate students.<br/><a href="https://thegainsboroughacademy.org.uk/amazon-voucher-winners-4/">https://thegainsboroughacademy.org.uk/amazon-voucher-winners-4/</a></p> <p>Additional staff training has been put in place and regular reminders about online behaviour expectations shared with both staff, students and families.</p> <p><b>Areas for Development / Next Steps</b><br/><b>Review use of CFP / CFC for students not accessing work and review use of personalised timetables for those who are struggling with 'in home' behaviour.</b></p> |
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# Potential actions and resources if score is 1 or 2

## Leadership

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.

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

For guidance on how to remain cyber-secure, please refer to [Cyber security in schools: questions for governors and trustees](#).

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.

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.

GOV.UK provides guidance to support schools to [publish information about their remote education provision on their websites](#) for parents.

The Education Endowment Foundation has provided a [guide for schools](#) on how to communicate with parents during coronavirus (COVID-19).

GOV.UK provides the following guidance:

- [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 and Pupil Engagement

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](#).

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.

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](#).

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](#).

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 on [actions for schools during the coronavirus outbreak](#) 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](#)

Advice on how schools should monitor engagement 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](#)

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.

## Curriculum Planning and Delivery

Remote education expectations are highlighted in [actions for schools during the coronavirus outbreak](#).

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

GOV.UK provides resources on remote education [good practice](#) and [how to adapt teaching practice](#) for remote education.

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:

- 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.

[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.

GOV.UK provides guidance on:

- assessing pupil progress and providing feedback in the [remote education good practice](#) guidance
- [assessments and exams](#)

The EdTech Demonstrator Programme provides [online training videos](#) for schools on effective assessment and feedback.

## Capacity and Capability

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.

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.

[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 student with [dyslexia or visual impairment](#).

[pdnet](#) provides free [training events](#) for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.

There are several school-to-school support networks which you can make use of, including:

- The [EdTech Demonstrator Programme](#) for advice and guidance on remote education, including [how to embed technology into teaching practice](#), and [how to embed practice across MATs](#)
- [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

## Communication

Remote education expectations are highlighted in the [actions for schools during the coronavirus outbreak](#)

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

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 coronavirus (COVID-19).

## Safeguarding and Wellbeing

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](#).

GOV.UK provides guidance on:

- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [teaching online safety in schools](#)

GOV.UK provides advice on supporting pupil [wellbeing during remote education](#)

GOV.UK provides guidance to support schools:

• with [data protection activity](#), including compliance with GDPR to be [cyber secure](#)  
GOV.UK provides guidance on [behaviour expectations](#) in schools.