



Our Lady of Lourdes
Catholic Multi-Academy



St Bede's
CATHOLIC MIDDLE SCHOOL

St Bede's Catholic Middle School

Remote Learning Self Evaluation and Development plan

January 2021/ Updated March 2021

“We are the children of God striving to fulfil our potential in our community of learning, of love, of service and in worship of the Father, the Son and the Holy Spirit.”

Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the [schools' guidance](#) and the [COVID-19 guidance for FE providers](#). Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit your school context.

The framework differs from the [remote education template](#), which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

Using the framework

You can work through the entire framework to identify strengths and areas for improvement in remote education with your senior leadership team (taking approximately 1 hour to complete as a group) or focus on specific sections that have been previously identified as priorities.

The framework will help you to have conversations with all stakeholders within the school community (for example, staff, governors, parents) about your school's remote education provision.

The framework can help you meet basic requirements using the resources and tools you currently have (digital or physical), and to take your remote education provision further. School leaders should allocate a score to each statement where possible, identify strengths and areas for improvement, and discuss next steps with members of the senior leadership team (SLT) and governors. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

You can use the framework more than once to adopt practical steps and move from the "identifying" stage to the "sustaining" stage, to embed a sustainable strategy for remote education.

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	1. Develop and plan	2. Implement	2. Embed	3. 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.

Framework

Leadership

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

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote Education Plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>LRO and MRU have clear responsibility for the remote Curriculum. Heads of Faculty, REA, LMO and AHO, led the live lesson launch, delivery and training with staff. The overall responsibility lies with LRO who reports directly to governors and Directors (particularly the C&S committee).</p> <p>Our delivery plan is based upon the NC and the scheduled content is mostly what the students would have covered had they had been in school (practical sessions such as music, art and pe need to be modified to be appropriate to home learning). The students in some circumstances are covering more than they would</p>	<p>The grade of 4 is because we have a formal plan recorded for the live element of the virtual curriculum and the number of policy documents that have shaped and supported the process. The plan will be an annex to this SEF document over time. The situation has been too dynamic at the initial stages and we have acted in line with policy documents and produced a short term plan record a plan.</p> <p>This is yet to be evaluated in depth. Worcestershire children first have worked</p>	<p>4</p>	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p>

	<p>in school via face-to-face learning, as there has been an additional geography unit for Year 8 that would not have been taught in a partial lockdown situation.</p> <p>MWE has provided staff with details of the pupils requiring adapted work in different year groups on Blended Curriculum 20.1.2021</p> <p>REA, LMO and AHO provide staff with live lesson guides and help sheets, as well as one-to-one training sessions. Staff delivering live sessions are also to be supported by at least one other member of staff.</p>	<p>with HoF in developing the skills of evaluating the quality and impact of the Blended curriculum.</p> <p>MWE has written SEND remote learning policy / guidance for staff. This was shared on 15.1.2021 and issued examples of best practise where differentiation is taking place within the blended curriculum.</p> <p>Differentiation of live lessons has been more embedded and SLT attend each of the sessions and give feedback to staff and ensure quality assurance. Parental feedback has been overwhelmingly positive.</p>	<p>Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
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<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p> <p>To continue to work with Lourdes IT to ensure the online provision is as effective as possible.</p>	<p>LRO has shared the live learning policy with parents and governors.</p> <p>Prior to the launch of the live learning, several direct communications with staff and parents were shared to make clear the live learning intent, pitfalls and opportunities.</p> <p>LRO will communicate with staff and pupils at least weekly. MRU has shared communications and CPD and troubleshooting daily.</p> <p>Daily meetings with Lourdes IT during first two weeks. Weekly thereafter.</p> <p>Ticket system to be used by staff/ pupils and parents to ensure Lourdes IT are fully informed as to what is happening.</p>	<p>Leaders will review feedback from all stakeholders regularly and make changes in response to that.</p> <p>Formal feedback is planned for the end of week 2.</p> <p>A further questionnaire will be carried out the end of the first full week of two lessons.</p>	<p>5</p>	<p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
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	Weekly faculty meetings held throughout lockdown to provide opportunities to regularly discuss and evaluate online learning.			
Monitoring and Evaluating			5	
<p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> understanding the impact on staff workload and how to mitigate against it. Timetable arranged so staff have minimal time in school as per government guidelines. having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<p>SLT are very well supported by LWA and the MAC Central Team. The school has an accurate and timely understanding of staff absence.</p> <p>Workload issues are central to the considerations of the SLT and expressed primarily through the SMT.</p> <p>Leaders check in with their faculties through the lens of wellbeing and workload – faculty meetings occur weekly.</p> <p>Staff changes have been minimal and absence issues have been followed up as per the policy, where appropriate.</p>			<p>GOV.UK provides the following guidance:</p> <p>recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</p> <p>actions for schools during the coronavirus outbreak</p> <p>remote education good practice</p>

	<p>As a representation of pupil engagement, the L&C faculty analysed the engagement for English online learning throughout spring 1:</p> <p>YEAR 5 ENGLISH: 8% of pupils were given work packs; 90% of pupils attended at least one LL; the average LL attendance was 73% and 5% of pupils were submitting work solely from the BC.</p> <p>YEAR 6 ENGLISH: 9% of pupils were given work packs; 89% of pupils attended at least one LL; the average LL attendance was 68% and 6% of pupils were submitting work solely from the BC.</p> <p>YEAR 7 ENGLISH: 12% of pupils were given work packs; 89% of pupils attended at least one LL; the average LL attendance was 65% and 1% of pupils were submitting work solely from the BC.</p> <p>YEAR 8 ENGLISH: 5% of pupils were given work packs; 92% of pupils attended at least one LL; the average LL attendance was</p>			
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	62% and 5% of pupils were submitting work solely from the BC. LWA- Louise Waters			
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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.

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Home Environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> understanding their strengths and weaknesses to improve their learning how to learn from home how to manage their time during periods of isolation 	<p>Strong pastoral systems remain despite the national lockdown. KGA is clear on the expectations of the quality of supervision all students and families receive.</p> <p>KGA make this clear through policy and meeting minutes that are available as well as the whole staff and pastoral team emails.</p> <p>KGA has played a vital role in developing the live learning policy; she specifically has supported the wellbeing element of the project.</p> <p>KGA- Kate Gallinagh</p>	<p>Some reviews will need to take place of the taught content and how that builds independence.</p> <p>This will primarily be done through the evaluation of lesson plans and planning.</p>	4	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

<p>Devices and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>Both the school and the MAC can monitor pupils' access to devices and provide quality devices in a short time.</p> <p>Pastoral support has a role in establishing students access to online learning.</p> <p>Pastoral teams provide weekly packs to students that do not have access or problematic access to online and Live learning.</p> <p>Policy makes clear the expectations that Live sessions are additional and preferred.</p> <p>High % of pupil engagement well over 400 students accessing Live sessions regularly.</p>		5	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>
<p>Supporting children AEN</p> <p>Children and young people with high needs, including</p>	<p>Students are offered learning packs to suit the teaching style.</p>		4	<p>The EdTech Demonstrator Programme has made a range of</p>

<p>disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p> <p>5/8 pupils with EHCPs are in school with adequate support and bespoke provision.</p> <p>SEND pupils' needs are met through careful planning and differentiation within blended learning and live lessons by all teachers.</p> <p>All SEND pupils have pupil passports which outline individual strengths and weaknesses and offer strategies to support learners. This has become the</p>	<p>Monitoring considers and expects quality first teaching for all students. MWest will support the evaluation of the curriculum that is delivered Live and support and challenge staff.</p> <p>A range of web based educational support software is in place to support and reinforce learning (Lexia, TT Rockstars, Prodigy maths, MyMaths, Spelling Shed) this is easily accessible by pupils with AEN.</p> <p>Where pupils are not in school there are regular checks and remote learning is evaluated closely by subject teachers.</p> <p>Support for parents is given by form tutors and subject teachers in the first instance and then referred onto the SENDCo if further guidance is required.</p>	<p>MWest produces support for parents as part of the Live learning guidance.</p> <p>MW has produced a policy for staff which outlines expectations when planning provision for SEND learners</p> <p>LR will update parents that that will be forthcoming week commencing 18/1/2021</p> <p>These documents and updates have been shared by the 15.1.2021+</p> <p>Students that receive physical packs will post there work back to school for feedback. There work that has been marked and fed back will be recirculated with the new packs that go out each week. The work for these pupils will change</p>	<p>SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
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<p>starting point for the planning and delivery of lessons.</p> <p>There is a clear structure in place for Teaching and learning mentors to support SEND learners who are working remotely.</p>	<p>SENDCo will offer advice and support based on the nature of the concern and give advice to the form tutor, subject teacher, and parents / carers.</p> <p>HoDs provided differentiated resources for online learning, to ensure that all pupils could access the learning.</p> <p>Martyn West SENDCo and a member of SMT</p>	<p>dependant on the feedback given.</p> <p>Pastoral will feedback to the Blended curriculum team to ensure all the needs of the pupils are met.</p>		
<p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work and informs parents and carers immediately where engagement is a concern.</p>	<p>The school uses Epraise as its primary way to engage parents, this is unchanged during lockdown.</p> <p>Class teachers record who has completed work and this is shared with heads of year and the pastoral team. Those leading live lessons will share download of who attended sessions in central staff area so</p>	<p>Some work will be evident 5 in the plans to further clarify processes around recording the attendance of students at Live learning events.</p> <p>Meeting 20/01/21 at 11 post week 1 of Live lessons.</p>	5	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>

	<p>all pastoral/ academic concerns can be easily seen.</p> <p>L&C faculty tracked pupil engagement in a central online tracker, using the Live Lesson registers in addition to this, as well as the pastoral documents. Non and low engagers were contacted by class pupils and, where appropriate, by form tutors for English.</p> <p>The pastoral team has oversight of the levels of engagement and contact with all students.</p> <p>Higher profile students have a more regular and frequent contact regime.</p>	<p>Heads of faculty monitor live lesson attendance and share any concerns with the pastoral team. This is a joint discipline project. Essential that teaching and learning and pastoral and safeguarding work in synthesis.</p>		
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where it is necessary to use technology effectively for remote education,</p>	<p>Quality first teaching expectations have been made clear to teaching staff. The use of captions and recorded segments of lessons so the</p>	<p>Some explicit use and support from Learning support.</p>	<p>3</p>	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance</p>

<p>including assistive technologies for pupils with SEND.</p>	<p>pupils watch at their own speed is some evidence of a differentiated Live curriculum.</p> <p>Expectations are made clear that provision for all students should be made evident in planning and delivery.</p>	<p>Guidance from MWE ref Live learning.</p> <p>SEND access as part of regular and on-going monitoring.</p> <p>Live captions are being trialled using live TEAMS lessons this will allow pupils with SEND to have seen explanations and instructions on the screen.</p> <p>In limited cases staff will deliver live lessons from home to pupils in school. This has happened with French lessons where the benefits of having a native speaker is outweighing any issues of not having a teacher present. (I observed a French live lesson 22/3/21)</p>	<p>for pupils on how to use technology.</p>
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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.

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <p>Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</p> <p>Key stage 2: 4 hours a day</p>	<p>The school meets and can exceed where appropriate the mini teaching hours.</p> <p>Our plans build for flexibility to add more sessions, slide back into the core offer, and indeed offer the VC (Virtual Curriculum).</p>		5	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

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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.
Key stages 3 and 4: 5 hours a day Weekly Timetable sent to parents via Epraise to help them structure time for curriculum, reading and physical activity	Feedback from parents positive about structures put in place and flexibility that they have.			
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>The 'Blended' curriculum follows the planned Normal curriculum, which is aligned with the National Curriculum to ensure balance, through choice.</p> <p>The curriculum intent has not changed.</p> <p>The content of the lessons is unchanged, unlike some of the</p>		5	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p>

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	<p>pedagogies deployed due to the nature of delivery.</p> <p>The Virtual Curriculum is still available for pupils to continue to develop their skills and knowledge in different areas.</p>			
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for</p>	<p>The school used Teams highly effectively, with great support for SLT, SMT and Lourdes IT.</p> <p>The offer in the Blended Curriculum as set out in the revised policy document of 2021. Had the following elements.</p>	<p>Some embedding of the marking and feedback of the physical packs needs to be carried out.</p>	5	<p>GOV.UK provides:</p> <p>guidance on accessing and buying resources for remote education</p> <p>resources on remote education good practice</p> <p>guidance on how to access and set up online digital platforms to support delivery</p>

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<p>pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Core offer, curriculum work on SharePoint</p> <p>Virtual Curriculum offer</p> <p>Live synchronous learning daily</p> <p>Live asynchronous teaching available to support the core offer</p> <p>Other school videos (get fit with Gallers!)</p> <p>BBC and oak academy resources</p> <p>Activities encouraged by school parents and pupils choose to do.</p> <p>Some physical packs are delivered to students home</p>			<p>Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.</p>

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	<p>where that's their learning preference.</p> <p>Differentiated resources available across the subjects.</p>			

<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.</p>	<p>The schools plan is to use low stake assessment and Live learning and Core offer.</p> <p>Assessment is being developed parallel to the Live curriculum being delivered.</p> <p>Feedback is given each lesson to praise and motivate students, look for teaching opportunities and challenge misconceptions. Pupils are encouraged to share ideas and examples of work to discuss as a whole group.</p> <p>More formal feedback is given via email and some longer more detailed task responses.</p>	<p>We do need to develop the assessments to ensure accurate and meaningful information to inform teachers of planning and measure progress and attainment in a meaningful way.</p> <p>Pupils cannot do robust exams or controlled assessments entirely fairly at home.</p> <p>Ensure the plan has actions that will have an impact on effective remote assessment.</p> <p>Assessment strategy of the high stakes summative assessment to be carried out after Easter. However, expectations made clear that teachers can make judgements on pupil</p>	<p>4</p>	<p>GOV.UK provides guidance on: assessing pupil progress and providing feedback in the remote education good practice guidance</p> <p>assessments and exams</p> <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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		progress and attainment through topic testing and the supplementary use of Forms to create quiz type assessments.		
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Practice is effective. Elevated levels of engagement and positive feedback. It is too early in this action research loop to have measured the academic impact.</p> <p>This is planned, however.</p> <p>Support for staff is offered in faculty meeting, individual training sessions and the specific leadership group established to look at Live learning and its broader implications.</p>		5	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms,</p>	<p>All staff have access to hardware and software to</p>	<p>A review of the teaching and learning remotely</p>	4/5	<p>The EdTech Demonstrator Programme provides advice, guidance and practical support</p>

<p>devices, and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>enable them to teach effectively from home.</p> <p>Staff use the chat feature of teams to effectively share ideas, resources, and strategies to improve online teaching.</p> <p>The SLT has supported SMT with INSET and platforms to share ideas and concerns.</p> <p>Staff access the centrally produced resources that are often requested and organised by the schools' SLT.</p>	<p>including the provision for students with SEND.</p> <p>Depending on finding MWest can give additional support to staff.</p> <p>Teams will be used to share resources and ideas.</p> <p>Staff have become adept at delivering synchronous and asynchronous learning (3). We still have a small staff team working from home, supporting the students' isolating.</p> <p>22/3/21</p>		<p>for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with SEND.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps,</p>	<p>The school share its strong practice within the MAC through the teaching and learning groups and through</p>	<p>There could be further development in sharing excellent practice across the new larger MAC with</p>	<p>4</p>	<p>There are several school-to-school support networks which you can make use of, including:</p>

<p>including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>the Primary and Secondary heads meetings. Pastoral have worked collaboratively to create resources for Lock down that are suitable in both MAC secondary schools.</p> <p>Lourdes IT shares MAC school practice nationally.</p> <p>Lourdes IT in turn, supports other schools across the region and the outlying school in the MAC.</p> <p>STB SLE can support other schools. LR will be supporting STM in completing the SEF.</p>	<p>specific reference to Leamington.</p>	<p>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</p> <p>Maths hubs to improve maths education</p> <p>English hubs to improve teaching of phonics, early language and reading in reception and year 1</p> <p>Computing hubs to improve the teaching of computing and increase participation in computer science</p>
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Communication

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

Scoring

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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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p> <p>Regular parental and pupil surveys are taking place to ascertain viewpoints of parents from a home point of view.</p>	<p>SLT and SMT share weekly Blended Curriculum updates. Parents, pupils and staff views are sought and acted upon.</p> <p>This includes specific support for pupils with SEND and emotional challenges.</p> <p>Recommended hours are made clear and the number of screen hours is also made clear.</p> <p>Heads of faculty ensure that pupils' work submission is monitored carefully as part of our safeguarding protocol.</p>	<p>We need to check that the appropriate guidance is evident on the website (Like the Blended Curriculum and Live curriculum policy and updates are present on the website)</p> <p>All the appropriate policies and guidance are now shared on the website 22/3/21</p>	<p>5</p>	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>

<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>As of the 25th January, students can access at least 2 hours of Live learning a day. This is in addition to some recorded content.</p> <p>Live form sessions and sessions for vulnerable students are also delivered weekly.</p>		5	
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Safeguarding and wellbeing

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

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>All staff have signed off the COVID-19 Annex which outlines Safeguarding during lockdown, including remote learning.</p> <p>Information has been sent to parents about how to report safeguarding concerns and there is a 'button' on our website to allow for reporting also.</p> <p>Pupils have been sent the Home Education Policy, which outlines who report a concern to and where to get further advice if needed.</p> <p>DA/Vulnerable children have been ragged rated and depending on the outcome will have a phone call home either</p>		5	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>

	<p>weekly or two weekly. Any support identified during those phone calls has been implemented.</p> <p>Contact from pupils is recorded on a spreadsheet. This is checked over my pastoral managers and heads of key stage. Any children who have not made contact, submitted work or attended a live lesson will be contacted via phone. If there is no response, a home visit is conducted.</p> <p>Any families that have been identified, through phone calls, as struggling or vulnerable are added to our vulnerable list and called more frequently to offer support.in some cases, there have also been regular home visits.</p>			
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<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>This is outlined in the COVID-19 Annex which staff have signed.</p> <p>Staff and pupils have also signed an AUP.</p> <p>Staff have completed E-Safety, Senso and Teams training</p>		5	<p>GOV.UK provides guidance on:</p> <p>safeguarding and remote education during coronavirus (COVID-19)</p> <p>teaching online safety in schools</p>
<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>All teachers have completed or are still undertaking place2be mental health training.</p> <p>Staff have had DFE training on mental health</p> <p>School promotes a culture and ethos whereby mental health is spoken about.</p> <p>All parents have been contacted and spoken to address any concerns about</p>		5	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

	<p>wellbeing. They will have another phone call at the end of this half term.</p> <p>Form Teachers are holding wellbeing check ins with their form classes weekly.</p> <p>Collective Worship will take place weekly.</p> <p>DA pupils, who are ragged rated amber or red, are having weekly phone calls via Mr Delo.</p> <p>Any pupils that are not completing work or that we have not had a check in with via teams, will have a home visit.</p> <p>All information is logged on Epraise and on our Covid Check - In Spreadsheet.</p> <p>Some pupils are receiving 1:1 intervention session via Teams or if key workers and in school,</p>			
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	<p>they have received them in school.</p> <p>Jill Wallis, EIFS, has also worked with pastoral at supporting some of our most vulnerable students and walk and talk visits to pupils' homes have been conducted.</p> <p>Our EMHP practitioner has been delivering virtual sessions with identified pupils.</p>			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>School uses robust data management systems that follow the MAC Data Protection Policy that is written in line with GDPR regulations.</p>		5	<p>GOV.UK provides guidance to support schools:</p> <p>With data protection activity, including compliance with GDPR to be cyber secure</p>
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them</p>	<p>Staff have outlined expectations for pupils, and this is promoted when the live</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

<p>and the teachers monitor and enforce them.</p>	<p>lesson is set out and verbally at the start of a lesson.</p> <p>Pupils have signed an AUP</p> <p>If a pupil is not following the correct behaviour, staff are aware of following the Behaviour Policy where appropriate.</p>			
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Blended Curriculum Plan 2021

Plan name: Blended Curriculum			Person responsible for overarching plan: L Roberts				Date: 18/01/2021
Action	Time scale	Person/s	£	What does success look like?	Milestones. How is the plan going? When and how is it checked?	RAG Based on overall progress to target	Monitoring arrangements. Governance.
Make Live lessons twice a day	WC – 18th January - Inform parents and stakeholders	LR, MRU	N/A	Two Live lessons will take place by 25 th January	MR checks daily with oversight by HoF		MR / HOF
Supporting Staff CPD	Ongoing -SLT in all live lessons during the first two weeks	HoF, MRU, Lourdes IT	N/A	Staff are confident in delivering live lessons.	Light touch monitoring of lessons and feedback from staff. Potentially repeated staff Form.		Results shared with ARs.
Monitoring the Quality of the Blended and Live curriculum	February	SLT, MR and LR LPY as part of school monitoring?	N/A	Pupils are making good progress during Lock down. High levels of engagement.	Feedback on the quality fo the lessons has been given by the hoF to individual staff. Both praise, support and challenge.		Report to ARs Share SEF with MAC schools and CSEL.

Developing remote assessment. Communicate this with Stakeholders and Staff.	February	MRU, HOFs	N/A	Pupils are accurately assessed to support teachers' planning and reporting of standards	How are pupils progressing at February ½ Potentially topic tests?		Share the results with MAC and CSEL in a briefing meeting. Maria Jenkins uploaded it.
Ongoing regular reviews and feedback to students and parents	End of the first week and end of week 3	LR	N/A	An accurate assessment of the stakeholder's views on the BC. Enabling leaders to plan and deliver quality BC.			
Complete stakeholder questionnaire to inform you of the next steps	January 15/01/2021	LR	N/A does it through forms	Questionnaire responses shared at SLT and with AR. PD and MB.	140 parental responses.		Feedback is shared at ARs.
Development and monitoring of the Physical Packs circulated to students (35)	February ½ term	LR/ MR/KG	N/A	Pupils that receive a physical pack are still making progress.	Week 4 pastoral team check that Physical Packs have had some feedback.		Report to AR. This will be circulated to Directors through CSEL.

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