Framework for Remote Education Provision (also called Home Learning Offer) at Oscott Manor School – January 2021

Scoring Key:

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.

Leadership

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Remote education plan There is a plan in place for remote education closely matched to the individual needs of the cohort. The leadership team, with Pathway Leaders directly responsible for the planning, sequencing and delivery of the learning and the Home Learning Coordinator (appointed Summer 2020 to anticipate such a move) having responsibility for innovation, development of platforms and pedagogy and the quality and delivery of remote education, including that provision meets expectations for remote education, the needs of individual children with particular reference to their EHCP. The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all which is aligned as close as possible to the in-school curriculum.	All of our practice including the safeguarding measures that underpin our philosophy are set out in two key policies – 'Remote Communications Policy' and 'Home Learning Policy' – both developed in Spring term 2020 and subsequently updated to reflect the changing landscape and lessons learned in November 2020 and ratified by the governing body. Learning from Spring/Summer 2020 virtual opening and remote learning has informed practice. Guidance for teachers has been provided to ensure that expectations (and 4hrs for KS3 and KS4 – but with a clear view about engagement and resilience of our pupils and families) are met that mirror the curriculum that would be delivered if pupils were in school. Multiple streams are provided to provide both breadth and variety: YouTube channel for specific learning, challenges, assemblies and practical activities. Class DOJO for sharing of key messages, sharing of work and feedback conversations between class staff and pupils – as well as supporting and feeding back to parents.	'Live' lessons currently are not provided for within our Home Learning Policy. We ae seeking to provide alternative video support which allows the familiarity and reassurance of a staff voice/face but which is more focussed on setting out then feeding back on work and activity.	4	To help develop your remote education plan: 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. Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure. Refer to Oak National Academy for help to deliver a planned curriculum for all.

	Home learning plans available every Monday morning – outlining and signposting learning for the week. IXL to provided specific and challenging content to support English and Maths. Reading focus – books ordered and sent out to promote reading and engagement for all Pathways. Ongoing development using Microsoft teams/Google Classroom/Loom to further augment offer.			
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	From outset of first remote learning/lockdown Spring 2020 we have had a policy of making a 'Safe and Well' phone EVERY DAY to every pupil. This encompasses both well-being and academic support. Information on the remote learning platform has been shared with governors, parents and carers and pupils – the school council and the use of Survey Monkeys – as well as daily feedback on the home learning offer through safe and well calls also provide developmental feedback. Class timetable and videos have been shared via Class Dojo. School emergency mobile phone signposted on website – offering emergency support and guidance during holidays and weekends as appropriate. Class Dojo consents form and Code of Conduct in place.	Additional resources and strategies needed to ensure that families with particular need around community languages are effectively supported.	**4**	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 COVID-19.

Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	Home learning coordinator has used Survey Monkey and other tools to both monitor engagement and provision with families and has, in Spring 1, run a five day programme of CPD using directed time each morning to share and exemplify best practice with all teachers Pathway Leaders run both Class team and teachers' meetings weekly to provide both a platform for sharing ideas and to ensure that policy and parental /pupil wishes are central to development.	QA activities have commenced, using a bespoke proforma and process Spring 1 and Pathway Leaders and DHT/HT will use this sensitively to inform appraisal conversations and to identify where support is needed for staff to perfect their home learning offer.	**3**	GOV.UK provides the following guidance: • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce • remote education good practice

Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Home environment The school is aware of the learning environment in each individual 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: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	Anticipating future issues, part of the school's strategy Summer 2020 was to provide to EVERY child a laptop for use at home in the eventuality of further periods of remote learning. From outset of first remote learning/lockdown Spring 2020 we have had a policy of making a 'Safe and Well' phone EVERY DAY to every pupil. This encompasses both well-being and academic support. Video support and messages through Class Dojo app and via school's YouTube channel (Oscott Manor School - YouTube) Timetable examples have been shared with families along with support materials to plan learning time at home. OT input via DOJO and YouTube channel for families to support self-regulation activities and readiness to learn.	We recognise from robust internal quality assurance of our engagement data that there is still a minor but measurable issue with engagement from a small group of young people. This relates to adeptness in engaging with remote technologies or having difficulties communicating due to the primary language use in homes. We will be seeking to provide both additional support ourselves – for example specific groups/info sharing on Class DOJO and potentially sourcing guidance and solutions from external partners.	4	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.

Laptops, tablets and internet access 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.	School was proactive and decisive Spring/Summer 2020 and provided EVERY child with a laptop to enable remote learning. This was extended also to every pupil who joined either into Year 7 or other years during the interim period. We have also, during January 2021, sourced and provided to families 'dongles' to enable internet access where home wi-fi or data is absent or unreliable.		**5**	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.
Supporting children with additional needs 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. 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.	All pupils have an EHCP and annual reviews have continued to be competed using phones and remote technology. Guidance is in place for parents and carers re remote learning via class Dojo. Welfare, mental health and community support is also signposted via Parental Support sections of our website.		**4**	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 for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children.

<table>
<tr>
<td></td>
<td>Class timetables and support (symbols, videos, songs of reference etc) in place in Home Learning plans published every Monday morning

Speech, Language and Communication Assistant is providing Communicate In Print, Makaton and Social Stories to support both learning and well-being.
OT are supporting the delivery of specific areas of the curriculum and pupil targets.

Dojo activities and videos are supported with symbols.</td>
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<td>Oak National Academy provides resources for teachers to support children with additional needs.</td>
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<td>**Monitoring engagement**

The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</td>
<td>Monitoring system in place to measure engagement. Class teacher liaison with families via Dojo and daily safe and well calls and monitoring by DSLs – all safe and well calls including any concerns are triaged daily by DSLs and weekly meetings to forms strategy for any particular concerns are fed back to staff teams as appropriate.

Where concerns are identified DSLs and class teams will work with families to increase levels of engagement and develop or source resources to support.</td>
<td>Weekly meetings of class teams identify any particular pupils causing concern or requiring support however there is still some progress to be made in supporting the most hard to reach or reluctant pupils and in particular where there is 'fleeting engagement' how best to design a programme of study which is deliverable for parents.</td>
<td>4</td>
<td>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.</td>
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<td>**Pupil digital skills and literacy**</td>
<td>YouTube content and class DOHO content shared which offer easy to</td>
<td>Additional work needs to be undertaken with some parents to ensure that equipment and</td>
<td>3</td>
<td>Where technology is used to support the school's remote education provision, schools should consider</td>
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| The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | follow instructions and 'how to' videos.

Daily safe and well calls and DOJO communication ensure any daily activity can be supported – and DOJO means that this support can be largely 'real time'.

Activities include symbols support and teaching videos to into account pupil's digital skills and literacy.

Class teachers have also supported parents/carers via MS Teams and Class Dojo in accessing remote learning where families have experienced difficulties. | platforms are effectively used – in particular for families with English as an additional language and for families of pupils in Pathway 4 with "fleeting engagement". | | providing practical support and guidance to pupils on how to use the technology. |
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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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum: • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day	Class teachers are aware of the expectations for each Key Stage. Class teachers have also built in movement breaks/sensory circuits to support pupil's readiness to learn. Class teachers plan their weekly home learning to mimic their school timetable to ensure consistency.	Leadership Team monitoring picks up any issues on minimum provision once completed.	4	Remote education expectations are highlighted in the guidance for full opening. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.
Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.	Pupils follow 4 different curriculum pathways depending on their SEND needs, (Pathways 1-4) Class teachers following the relevant medium term planning for the pathways and curriculum areas for their class group. OT, Speech, Language and Communications Assistant and class teams are also supporting individual AET targets to continue the support for and work on pro-social and living skills.	Potential for development of more collaborative working within Pathways – in particular with reference to fleeting engagement and the difficulties some families face engaging pupils in pathway 4 especially.	4	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.

Curriculum delivery	Work set via the Class Dojo class story/portfolio function.	Ongoing monitoring to ensure high quality delivery of the curriculum the impact of remote education offer.	4	GOV.UK provides:
The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	Staff will make themselves available during their timetabled lesson slots to support pupils via Class Dojo message and portfolios but also as a key function of the daily safe and well calls. Class teacher are beginning to use apps such as 'Loom' and 'Google Classroom' to produce narrated Powerpoint presentation with specific resources e.g. symbols. Physical resource packs have been provided to pupils to support the online activities, e.g PECS books – reading books have also been ordered and delivered to home addresses to maintain the high profile of our reading strategy. Use of the Oak National Academy Specialist Resources where appropriate.			• 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

Assessment and feedback	Teachers will continue to use the current assessment processes (SOLAR) but also specific assessment features of some remote platforms – such as IXL.	Baselining of pupils may be required on the return to school in some circumstance, particularly the physical skills for some pupils.	2	GOV.UK provides guidance on:
The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or	If the work set remotely would not normally be formatively marked in in a classroom scenario, then there is no	Monitoring of teacher to feedback to include next steps for pupils.		• assessing pupil progress and providing feedback in the Remote education good practice guidance • assessments and exams

whole-class feedback where appropriate.	expectation for it to be marked online in detail. However, teachers will check that work is being submitted via the portfolio function and some feedback will be given to pupil and parent/carer.			The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Effective practice Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.	In line with DfE requirements (https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19) , Oscott Manor School recognises the importance of high quality, consistent remote education where required during the Covid-19 pandemic. In the longer term, the School also recognises the benefits of establishing a blended learning curriculum.		**4**	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.
Staff capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely. 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. Where possible, the training provided is sustained and iterative to ensure staff	Our remote learning is conducted using Microsoft Teams, Class Dojo, YouTube and via the home learning plans and timetables produced and shared weekly. Both training and time has been provided for teachers to prepare and upskill themselves. Support and development is found in weekly class team and teachers' meetings as well as specific sessions led by the Home Learning coordinator All teachers have a laptop and tablet for remote teaching.	Ongoing training on specific apps and programmes to deliver learning. Ongoing research to find addition resources for teachers and pupils.	**3**	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 pupil with a print disability.

continue to support effective teaching practice remotely.	Pathway Leader is Class Dojo mentor who offers advice and support to staff. Sharepoint folder has been set up to share good practice. Recognition of the workload implications on teaching staff who are still offering in school education whilst offering remote education. Teacher meeting scheduled weekly to discuss any issues arising from the remote teacher and the impact on wellbeing.			pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.
Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.	SIP worked alongside school to establish protocols and planning at the outset of lockdown in Spring 2020. Special Heads group continues to meet and provides an effective sounding board and development platform. Specialist OT support is supporting the schools with remote OT teaching and strategy.	Continue to work with strategic partners and working groups.	3	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

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Realistic expectations of pupils, parents and carers Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website. Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).	Parents/Carers are aware that pupils working remotely will still have full access to our broad, balanced and relevant curriculum, roughly following their daily timetable. Our remote offer will be the equivalent length to the core teaching pupils would receive in school. Parents/Carers are aware that our remote learning is conducted using Microsoft Teams, Class Dojo and YouTube channel. Parents/carers have been provided with OT links and access to social support. Speech, Language and Communications Assistant and OT are supporting the delivery of the online learning. Where issues arise parents/carers feedback to class teachers so that support can be given during the daily safe and well calls.		4	Remote education expectations are highlighted in the guidance for full opening. 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 COVID-19.

School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	The school's YouTube channel offers, as well as curriculum based content, the school's virtual choir, cooking and healthy living challenges, story time and Makaton learning. The 'School Story' function on Class Dojo allows 'Whole School' events e.g. specific whole school challenges to still be shared whether pupils are working remotely or in school. Home Learning engagement is incentivised through a weekly prize draw, the number of entries each pupil has is determined by the frequency and quality of their engagement throughout the week. Prizes are designed to support home learning.		**3**	

Safeguarding and wellbeing

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.	Policies in place for Safeguarding (including Covid 19) as well as Acceptable Use of Internet Policy, Remote Communication and Home Learning policies. Systems proved robust during previous lockdown through use of in school protocols and the consistent daily safe and well calls ensure that where action is needed or referral required, we are able to action this same day in most cases. Complaint procedures are clearly signposted on the school website and lines of communication remain the same using school telephone number and enquiry as well as the out of hours emergency mobile as published on website,		5	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.

Online safety 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.	Government Guidance links shared with all teachers. All staff have received online safety training – Home learning and Remote Communication policies provide clear guidance and set parameters for all staff to ensure they and families are kept safe and information secure. Filters are already applied to work laptops through BGFL school network. Forensic monitoring software in place. Parents and pupil have online safety information and school will take part in internet safety day.	Ongoing awareness reminders for all staff.	4	GOV.UK provides guidance on: • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools
Wellbeing Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	Robust measures in place and is in line with policy and training for all staff. Regular DSL monitoring and reviews to identify immediate actions required. DSLs have overview on live spreadsheet. All teachers are expected to have direct communication with pupils every day via Dojo and families receive daily safe and well calls – all information triaged via DSLs.		5	GOV.UK provides advice on supporting pupil wellbeing during remote education.
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	School systems with information shared from DPO. Robust processes in place.		5	GOV.UK provides guidance to support schools: • with data protection activity, including compliance with GDPR • to be cyber secure
Behaviour and attitude	Teachers monitor every session and liaise with parents/carers as	Clear guidance for all parents around emergent	4	GOV.UK provides guidance on behaviour expectations in schools.

There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	necessary. Parents feedback to teachers during daily phone calls. Support systems in place e.g. symbols, social stories etc to support behaviour for learning. Access to behaviour consultant, OT and Social Communication teacher for specific intervention.	platforms/apps worth monitoring		