



Remote Learning Provision Summary and Evaluation

Name of school: Willow Farm

Date this review was undertaken: 2/2/21

Undertaken by: LJ and SE

Area: Safeguarding

Element	Summary	Any planned next steps
Clear protocols in place for any live meetings	Clear guidelines issued via school app ahead of any meetings that started.	
Staff aware of agreed methods of communication	Messages on See Saw, if any email it is to a school based address. Staff informed that if not using a school phone to put 141.	Next week considering a daily slot where pupils and parents can make contact with a member of staff for any support. Suggest separate account made for this and if any 1-1 with child it is recorded.
Staff aware of how to share and record any safeguarding concerns	CPOMS being used as normal, engagement spreadsheet recording any additional support or communication with families. A DSL always present in school.	
Communication and storage of information is using GDPR compliant systems	MS Teams and See Saw being used.	
Protocols in place for following up on any unexplained absences or lack of contact/interaction by pupils/families	Registers for each in school provision day. Unexplained absence followed up same day as per normal procedures. Also done a review of levels of engagement for remote learners weekly, with follow up contact to parents. Some pupils now attending in school provision as a result.	
Safeguarding policy addendum in place	Completed and published on website.	
Vulnerable pupils identified and summary of provision for each is recorded	LA Risk Assessments done for key vulnerable pupils. HLN and AFN attending school, CP/CIN pupils attending school provision. PP identified on weekly engagement review summary grid.	

Protocols/processes senior leaders are using to gain a detailed understanding of levels of pupil engagement in remote learning provision	Weekly review by teachers of levels of engagement. Initial contact by class teacher then graduated response from DHT and HT.	
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Area: Communication with parents/carers

Element	Summary	Any planned next steps
Clear summary of school's remote learning provision has been provided	Weekly updates been shared by HT via school app. See Saw had already been used in Autumn term for bubble closures and self isolation in addition to some weekly homework. Home learning offer summary document is within news page of school website. Communication daily is via See Saw and parents have been supported to access this.	Consolidate all home learning information and documentation to one place on the school website (suggest home learning page). This page also needs updating to ensure there is a clarity over the detailed offer school is now providing. Add dfe template to support school's own documentation. Also suggest this summary document is added.
Parents given information on how to access remote learning and how it is organised	See above	
Parents aware of method of how to make contact with staff if they have any concerns or problems	Parents are making contact via: See Saw and emails or phone calls. Individual follow ups and support have been provided.	From next week school is going to trial a member of staff being available remotely on MS Teams to be available to support anyone who needs guidance or support with remote learning.
Support materials related to how to manage remote learning at home and support their child have been provided to parents	Timetables have a clear suggested structure to the day. Every fortnight a screen free day is being delivered for each class.	Promote with parents https://www.thenational.academy/blog/top-tips-for-parents-supporting-home-learning https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/
Parents aware of resources related to internet safety and well being	School website doesn't have any links to support websites and materials.	Provide a bank of support materials (use other trust schools as a source for this) on school website but also consider each class having an esafety activity next week ahead of half term holidays.
Parents surveyed to identify any needs related to internet access and device availability	Trust parental survey completed and device needs identified. School devices shared and all known vulnerable families contacted to ensure sufficient devices. DfE routers and data bundles accessed for families who requested it. DfE devices ordered and being set up. Supported families where devices was less than number of children.	

	Survey undertaken with parents in week 3 of January. A number of adaptations have been integrated as response to the findings of this. Overall feedback from parents was positive. 97% identified they were happy with the home learning offer.	Share headline findings with governors
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Area: Remote Learning and Curriculum

Element	Summary	Any planned next steps
Senior leader has responsibility and oversight for remote learning provision and is aware of detail for each cohort	HT overseeing remote learning provision and is working with each class teacher to review and adapt their provision.	
Digital technologies are being used to deliver and organise remote learning	Use of See Saw for: the sharing of daily times tables, teacher instruction videos, video lessons from providers such as White Rose and Oak National and also the sharing of self guided study materials. See saw is also being used to communicate staff feedback and acknowledge work submitted. MS Teams being used for a live class meeting twice a week.	
Actions in consideration of pupils not having access to internet enabled devices	Following work to share and provide devices every child has access to a device or is in school. Additionally pupils are collecting work packs that support the remote education they are undertaking.	
Details of daily information sharing and guidance related to planned activities (daily video, live meetings, etc)?	Daily video to introduce the day, detailed timetable for the day with links to the video lessons (some made by school staff and some from external providers such as WR or Oak). Live meetings twice a week with a focus on interaction with class teacher and peers.	
Methods of teaching (live lessons, video lessons, etc)	Video lessons predominantly and some self-guided study.	
Curriculum coverage	English / daily Maths / daily Science / weekly RE / fortnightly Computing / weekly at KS2 History and Geography / weekly as per normal curriculum allocations and cycle PE / weekly and daily suggested for physical activity Art / weekly or fortnightly as per normal curriculum allocations and cycle DT / focus on food units PSHE/RSE weekly Music / weekly MFL (KS2) not a consistent weekly/fortnightly provision at this stage.	PSHE to move to more consistent across school identical theme to enable weekly assembly to support this.

Is curriculum coverage as per school's normal plans/intent or have topics/content been adapted?	Curricular content/topics have stayed the same as school's normal plans except in DT where a focus has been on the food strand of the curriculum to support effectively delivery during remote learning period.	
Minimum expectations (DfE: KS1 3 hrs, KS2 4 hrs will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.)	EYFS and KS1 at least 3 hrs daily of teaching instruction/input and pupil activity KS2 at least 4 hrs daily of teaching instruction/input and pupil activity	
Signposting to additional educational material and activity	Additional daily activities are promoted and made available to pupils. Some of this is a focus on fluency of key knowledge (such as times tables and spellings and some is sign posting to additional activities)	
How are staff obtaining an awareness and understanding of engagement in teaching activities and completion of tasks set?	See Saw is showing how many uploads a child is completing each day/week but this can sometimes be misleading as could be 4 photos of same activity or one post of 4 activities.	Consider moving to identifying a specific piece of work each day that will receive individual formative and summative feedback. Other work uploaded will be acknowledged but not receive the detailed feedback.
How is feedback being provided to pupils?	Currently pupils are uploading images of work to See Saw and staff are liking or adding personalised comments.	
Arrangements and any differences in provision for pupils who are accessing critical worker and vulnerable child provision in school	Covering the same curriculum and activities undertaken are the same. PE is only difference where PE coach takes a live session instead of the video lesson.	
Provision for SEND pupils	Majority of pupils are accessing in school provision and receiving support as per normal. Where it has been identified as a need some pupils are receiving differentiated work.	Start running some small group live intervention sessions each week for identified pupils. SENCO to review with each class teacher personalised provision for SEND pupils.

Area: Staffing

Element	Summary	Any planned next steps
Training for staff related to the use of the digital technologies being used for remote learning	Staff had had See Saw training and experience of using it pre lockdown. Yr6 teacher undertook some training with related to MS Teams and then cascaded this down to other staff who are now doing a twice weekly live meeting. Training on use of loom also provided and has resulted in lots of personalised video lessons being made by staff.	Some staff to trial use of MS Forms for the return of work and provision of personalised feedback.

Arrangements for how staff absence or illness will be covered to ensure continuation of provision for pupils	Staff absence has been covered by use of known supply teacher. Forthcoming known absence will be covered by HT and Tas.	
Provision of non contact time for planning, preparation and assessment	Staff still getting weekly period of time for noncontact.	
Clear protocols, expectations and guidance in place to guide staff to support their workload and work life balance whilst working remotely and delivering remote learning	Staff encouraged to not respond to work/emails/messages submitted after 4.15pm until next day. Shared this arrangement with parents also.	
CPD provision for staff to enable the development of remote learning provision	See above	

Area: Others

Element	Summary	Any planned next steps
Governors awareness of school's remote learning provision	End of week 1 saw a summary shared with governors.	Share this report and formal remote learning documents with governors at meeting later this week.
Support available to HT	HT feels she has had support from HTs across the trust and trust staff. Network of peers. Members of staff team have taken a lead on specific elements of remote learning and providing support to other teachers which in turn has greatly supported HT. Chair of governors has been in contact and offered support and encouragement.	
Provision for pupils eligible for Free School Meals	Pupils in school getting a hot meal, those at home got food parcels initially and now receiving Edenred vouchers.	
Availability of school based sessions for nursery aged pupils	n/a Wrap around care still available each day.	
Typical percentage of pupils accessing school based provision for critical workers and vulnerability	w/c 18/1/21 and w/c 25/1/21 16% accessing in school provision each on average 29% accessing in school provision at some stage in the week. Lower than that typically seen nationally and across the trust	
Any significant successes and successful approaches that can be shared with other schools	The provision in this lockdown is significantly more detailed and comprehensive than that in lockdown1. TAs have taken the lead on providing support to the pupils accessing in school provision and this has enabled teachers to focus on the delivery remote learning.	

	Speed in which school has developed its remote learning provision from the starting position and only having 12 hours notice at the start of January.	
Any obstacles/barriers schools is facing		