

Foljambe Primary School

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School Context

Please refer to the remote learning context: number/% of pupils attending, number/% of pupils accessing home learning, number/% of pupils who have had laptops, dongles delivered etc.

During the first lock down the take up of remote learning was poor with an average attendance of 15% of pupils showing evidence of effective learning taking place. Through a systematic evaluation from senior leaders in consultation with teachers, pupils and parents the remote learning package has changed significantly. The policy has been adapted and staff upskilled through WPT training. As a consequence, average attendance since closure on 5th January has been as follows:

F1: 100%

F2: 85%

Y1: 83%

Y2: 60%

Y3/4: 68%

Y4/5: 55%

Y6: 77%

Rigorous monitoring of attendance is undertaken by SLT daily. Non-attendance of lessons is followed up by a dojo message. If school does not receive a response parents are telephoned. If there is still no response a home visit is made.

All live lessons are recorded so that pupils can access lessons they have missed.

35 chrome books have been provided for families with no access to appropriate devices, together with 4 dongles. SLT have supported parents in helping pupils to access remote learning through video tutorials, telephone calls and written instructions.

A number of pupils with complex SEND needs are offered a bespoke package of learning, which includes personalised learning resources and 1:1 online sessions where appropriate. These pupils continue to receive remote support from the Educational Psychology Service, Learning Support Service and Aspire Outreach.

Ofsted Area	Grade
Overall Effectiveness	Inadequate

Foljambe Primary School

Quality of Education	Inadequate
Behaviour and Attitudes	Inadequate
Personal Development	Inadequate
Leadership and Management	Inadequate
Quality of Early Years Education	Requires Improvement

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.

Leadership

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

School scores leadership as 4 because...	
<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>Strengths</p> <p>The remote learning policy has been reviewed and adapted to allow maximum take up of home learning. Senior leaders have a clear overview of remote learning taking place with planning monitored robustly to ensure consistency in practice and challenge across the year groups.</p> <p>Senior leaders have high expectations of the quality of delivery. There is an expectation that the whole curriculum is delivered with planning matching as closely as possible to the teaching that would take place in the classroom.</p> <p>Senior Leaders and the SENDco monitor the learning of the school's most vulnerable pupils. Risk assessments and bespoke plans are in place to ensure that pupils with significant needs have their needs met. This includes bespoke packages of learning with support from external agencies. Weekly catch ups with parents to monitor the impact on pupils' emotional and mental health are crucial in this process.</p> <p>Areas for Development / Next Steps</p> <p>Subject Leaders to continue to seek ways to develop remote learning in their subject, in particular art, music, investigative science and DT. Continue to develop ways to bring learning to life.</p> <p>Continue to offer rewards weekly/termly for children who are accessing and submitting work.</p> <p>Further work with parents on how work can be submitted electronically using the portfolio section of dojo.</p>
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Strengths</p> <p>All stakeholders have a clear understanding of the school's approach for remote learning. The remote learning policy has been shared with all stakeholders, including governors, parents, staff and pupils. Senior leaders provide monthly reports to Governors with updates on uptake, successes and next steps.</p> <p>Areas for Development / Next Steps</p> <p>Continue to consult with parents via school questionnaires to seek ways to further improve the remote learning package.</p>
<p>Monitoring and evaluating</p> <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 staffing changes <p>having access to appropriate management</p>	<p>Strengths</p> <p>Senior leaders meet weekly with all staff. This includes opportunities for staff to discuss workload and impact on their personal wellbeing. All staff have accessed the Wellbeing for Education training session with the Wellbeing For Education Team. This provided practical advice and support for staff wellbeing during the current climate. Staff work in phase teams to plan and deliver remote learning; feedback from staff shows that this is a successful model and ensures no member of staff feels isolated or overwhelmed. Staff sickness is monitored by SLT. Where any member of staff has been absent due to sickness a return to work meeting has taken place to ensure the member of staff is fit and well to work. Support is available through the Westfield Health Scheme. Where a member</p>

<p>information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</p>	<p>of staff is absent long term, HR personnel are contacted to support in the process of enabling the member of staff to return to work safely. This includes access to Occupational Health, where appropriate.</p> <p>Pupils' sickness is monitored robustly by Senior Leaders. Teachers and leaders are in regular communication with parents to support them in enabling pupils to return to learning when they are well. Leaders are mindful of the impact of lockdown on pupils' mental health. Weekly opportunities for pupils to meet with their friends socially via 'Foljambe Friends' are planned, together with whole school assemblies to maintain a sense of belonging for all pupils.</p> <p>Senior leaders monitor teaching and learning through lesson drop ins</p> <p>Areas for Development / Next Steps</p> <p>Senior leaders to use the Dojo platform to scrutinise work uploaded by pupils.</p> <p>Subject Leaders to create portfolios of work to show breadth of knowledge and skills in their subject area.</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 4 because...	
<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>Strengths</p> <p>Staff at all levels have a strong understanding of the local community of Dalton and the environment our pupils live in. Well equipped learning packs have been provided for all pupils with skills based learning activities, stationary and practical hands on resources to support maths and English e.g. letters, phonics cards, counters, 100 Squares etc. A list of quality learning websites have been provided to support learning at home. e.g.BBC Bitesize.</p> <p>The school has effectively introduced and embedded the use of the Dojo system to communicate to all parents instantly and provide a daily timetable of Google Meet links. Where technical barriers have occurred, parents and carers have been supported by school leaders.</p> <p>A daily timetable covers many aspects of the school day to embed routine. e.g. whole school assembly, English, maths, foundation subject teaching and learning and opportunity for pupils to socialise with each other.</p> <p>Areas for Development / Next Steps</p> <p>Continue to review and evaluate online learning with staff at all levels and parents. Embed opportunities for Foljambe and Thrybergh pupils to transition from Foljambe to Thrybergh e.g. introduce wellbeing Wednesday and whole school Friday online lunch.</p>
<p>Laptops, tablets 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>Strengths</p> <p>Prior to lockdown a questionnaire was carried out to identify digital approaches to learning at home. This identified certain limitations. With this information the school was well equipped and targeted families who required support getting online or the need of devices in the home. In response to the national laptop initiative from the DFE, Chrome books and wifi dongle devices were provided to families within two weeks of the lockdown. Additional devices have been provided to families with needs such as multiple devices required etc. Leaders have supported parents/carers with the setting up of these devices and regular contact is made to ensure pupils access online daily. In addition, learning packs with photocopied materials and telephone calls to individual families have been carried out to support learners' needs.</p> <p>Areas for Development / Next Steps</p> <p>Continue to monitor attendance online and learning uploaded for marking and feedback. Provide parents with more support to submit learning online.</p>
<p>Supporting children with additional needs</p> <p>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</p>	<p>Strengths</p> <p>All pupils have been given opportunities to access learning online through an inclusive curriculum. All sessions are recorded so that pupils can revisit lessons and learn at their own pace. Teachers and support staff have weekly contact with all pupils and families where individual needs are supported further.</p> <p>In addition to the X3 online learning sessions and assemblies, targeted pupils are receiving bespoke small group or 1:1 reading and phonics sessions. Phonic videos are recorded at three different levels and sent to pupils/families.</p>

<p>how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. School works collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.</p> <p>Pupils with complex SEND needs are provided with a bespoke learning package linked to their individual needs and interests. They continue to receive remote support from external agencies, including the Educational Psychology Service, Learning Support service and Aspire Outreach.</p> <p>The purchase of online learning resources such as Oxford Owl, Phonics Play and My Maths has provided bespoke learning for small groups and individual pupils.</p> <p>Areas for Development / Next Steps</p> <p>Continue to develop ways to engage the most vulnerable learners and their families through bespoke learning packages (practical resources and remote 1:1 lessons)</p> <p>Continue to follow-up non-attendance of online lessons through dojo and face to face calls. Look at capacity for pupils to attend school if continued non-attendance of remote lessons.</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>Strengths</p> <p>We have a dedicated member of staff who carries out a register for all sessions. This information is uploaded onto a database and analysed by the attendance manager. Parents/carers are contacted immediately and either given further support or reminded of the expectation for learning.</p> <p>Development / Next Steps</p> <p>Continue robust monitoring of attendance through class dojo and face to face calls. Leaders to further develop methods to scrutinise pupils' work uploaded on the dojo platform and ensure feedback moves pupils' learning forward.</p>
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Strengths</p> <p>School leaders have supported all families who have been given a school laptop through the use of written instructions and further guidance in person if required. Families with personal devices have also been supported if technological issues have risen. Pupils with ASD who have found live lessons difficult to access are encouraged to access recordings of the lessons. This enables them to access the learning at their own pace without other distractions. This is followed up with welfare calls from senior leaders to check engagement and any difficulties. Bespoke materials are provided for pupils with specific learning difficulties.</p> <p>Areas for Development / Next Steps</p> <p>Continue to provide bespoke support where needed. Introduce further opportunities for pupils to record online e.g. Google question and response.</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 4 because...
<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Key stages 3 and 4: 5 hours a day</p>	<p>Strengths Remote education provided is equivalent in length to the core teaching pupils would receive in school and include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided is:</p> <ul style="list-style-type: none"> • EYFS: 1 – 2 hours per day on average across the cohort with daily live check ins with Early Years Practitioners. • Key Stage 1: 2 - 3 hours a day on average across the cohort • Key Stage 2: 3 - 4 hours a day on average across the cohort <p>Areas for Development / Next Steps</p>
<p>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.</p>	<p>Strengths School teaches a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the whole curriculum Pupils who remain in school also access the same online learning sessions and are supported by school staff.</p> <p>Areas for Development / Next Steps Subject Leaders to continue to seek ways to develop remote learning in their subject, in particular art, music, investigative science and DT.</p>
<p>Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak 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</p>	<p>Strengths School has selected 2 main digital platforms for remote education provision (Google Meet and class dojo) that are used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. School will overcome barriers to digital access for pupils by:</p> <ul style="list-style-type: none"> • distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. <p>When teaching pupils remotely, school will:</p> <ul style="list-style-type: none"> • set meaningful and ambitious work each day in an appropriate range of subjects

<p>pupils, including those with SEND.</p>	<ul style="list-style-type: none"> • provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum: • EYFS: 1 – 2 hours a day covering bespoke phonics and literacy. Set activities for the week in all areas of EYFS learning as well as incorporating basic skills (e.g. cutting). Direct Maths lessons from the White Rose Learning platform sent daily (all learning is sent via dojo and misconceptions are addressed personally). • Key Stage 1: 2 - 3 hours a day covering daily live Literacy lessons incorporating basic skills for Reading and Writing. Set activities for all other subjects with scaffolds provided when appropriate. Maths learning taught through the White Rose Learning platform with follow up activities/tasks. Bespoke phonics/ GPS links are sent according to individual stage. • Key Stage 2: 3 - 4 hours a day on average across the cohort. This will include daily live lessons and set tasks through google classroom. Literacy and maths tasks set and feedback given daily (e.g. writing rework). All subjects are planned for following the WPT curriculum and scaffolds provided when appropriate. GPS and White Rose Maths booklets provided for children to record work. Feedback is given via google classroom. • Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content. <p>Areas for Development / Next Steps SEND coordinator to continue to liaise with class teachers to ensure children with SEND are progressing as expected during this period of remote learning.</p>
<p>Assessment and feedback The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Teachers provide daily feedback to learning submitted on how to progress, using digitally-facilitated or whole-class feedback where appropriate using the Dojo platform. In addition, teachers will provide general feedback to the whole class. Lessons are built on progression of skills and knowledge and previous learning is reflected on using pupils responses.</p>

Capacity and capability

Schools support staff to deliver high-quality remote education.

	School scores capacity and capability as 4 because...
<p>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.</p>	<p>Strengths The following guidance has been shared with all teaching staff in school.</p> <ul style="list-style-type: none"> ➤ GOV.UK provides a good practice guide to support schools in their delivery of 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. ➤ The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND. <p>The school works collaboratively with WPT to provide training for all staff around remote learning. As the remote learning offer for all pupils continues to evolve confidence amongst staff is increasing. Leaders strive to explore alternative resources to engage and motivate pupils, including enrichment activities to broaden pupils' horizons, e.g. virtual tours of museums etc. Leaders have clear understanding of the statutory guidance for remote learning and ensure that the school's offer meets these requirements. This is quality assured by WPT leaders.</p> <p>Areas for Development / Next Steps Continue to explore online resources to support remote teaching and further upskill teaching staff.</p>
<p>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 interactive to ensure staff continue to support effective teaching practice remotely.</p>	<p>Strengths All staff have been provided with appropriate devices to deliver remote learning; this includes additional chrome books/screens to support online lessons. Training has been delivered to all staff around the use of digital tools and resources. Staff are supported by the SENDCo to deliver bespoke packages of learning for pupils with specific SEND needs. The SENDCo consults regularly with external agencies, including the Educational Psychology Service, Learning Support Service and Aspire Outreach to ensure appropriate intervention is in place.</p> <p>Areas for Development / Next Steps Continue to explore training for all staff around remote learning. Work in collaboration with WPT to monitor teaching and learning to upskill staff at all levels; senior leaders to regularly 'drop in' to live lessons and scrutinise work uploaded in individual portfolios.</p>
<p>Strategic partnerships</p>	<p>Strengths School works in collaboration with schools across the Trust to share best practice and identify gaps in knowledge and skills. Leaders are</p>

<p>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.</p>	<p>proactive in exploring online resources to improve teaching and learning, e.g. Children’s Champion Networking sessions, White Rose practical use of maths resources etc.</p> <p>Areas for Development / Next Steps Continue to work in collaboration with schools across the Trust to develop best practice.</p>
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<h2 style="text-align: center;">Communication</h2> <p>The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.</p>	
<p style="text-align: center;">School scores communication as 4 because...</p>	
<p>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.</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>Strengths 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. The remote learning policy has been shared and continues to be shared throughout working remotely. Communication between school and parents has been through, Dojo and phone calls 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). Videos are also uploaded with instructions for how to upload work.</p> <p>Areas for Development / Next Steps Continue to communication between school and parents through Dojo and phone calls Parents also need to understand the expectations on how many hours their children should be learning and how to participate in remote education (for example, how to submit assignments).</p>
<p>School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and</p>	<p>Strengths</p>

<p>activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>All staff are mindful of the impact of lockdown on pupils' mental health. Opportunities for pupils to meet with their friends socially during Foljambe Friends and whole school assemblies maintain a sense of belonging for all pupils.</p> <p>Areas for Development / Next Steps Plan for well-being Wednesday after ½ term as part of transition into Thrybergh. Videos/Meet and greet sessions with teachers prior to children returning to school.</p>
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<h2 style="text-align: center;">Safeguarding and Wellbeing</h2> <p style="text-align: center;">Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.</p>	
<p style="text-align: center;">School scores capacity and capability as 5 because...</p>	
<p>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.</p>	<p>Strengths The school's Safeguarding policy was updated in line with KCSIE 2020 which included an annexe dedicated to the response that school would take in the event of a school closure. Safeguarding procedures remain the same with all staff reporting concerns to the DSL/Deputy DSL via cpoms. The DSL is also responsible for monitoring the attendance of children accessing remote learning. Vulnerable pupils/families have been identified and encouraged to attend school. Pupils who are not attending school are monitored closely by the DSL and SLT. Contact with these families include home visits, telephone calls or text messages. Live lessons are recorded and clear expectations have been set for teachers, pupils and parents through our remote learning policy. Registers are taken for lessons and any absence is followed up by the DSL/SLT for authorisation. When no contact has been made a home visit are conducted. The DSL continues to attend safeguarding meetings remotely and training through the Rotherham Safeguarding Board.</p> <p>Areas for Development / Next Steps Continue to monitor contact /engagement between school and home to ensure the safety of all pupils.</p>
<p>Online safety If the school chooses to provide remote education using live streaming and pre-recorded videos,</p>	<p>Strengths Both the E-safety policy and remote policy have been updated and shared with stakeholders. Clear expectations have been set out for pupils parents and teachers. Teachers and support staff ensure they are following protocols as set out the policy when conducting live lessons.</p>

<p>teachers understand how to keep children safe whilst they are online.</p>	<p>Support staff take a register and monitor the session. Any concerns are raised with the DSL. E-safety awareness links are posted to parents via social media platforms.</p> <p>Areas for Development / Next Steps Ensure staff incorporate e-safety sessions into online learning.</p>
<p>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.</p>	<p>Strengths The SLT have a clear mantra that ‘We are all in the same storm but are sailing in different boats.’ - and this is at the forefront of any decision made to support the health and well being of all stakeholders. The leadership team felt that it was important for our school community to be able to come together as a whole school hence, we have established whole school sessions to promote the health and well being of our pupils. This is done through joining in with Joe Wicks, teachers sharing stories, Foljambe friends and Star of the Week. Parents have commented how the children are enjoying seeing their friends on screen. “.....is absolutely overjoyed with the home schooling, it just goes to show how important it is for our children to see their teachers and their friends.” Children’s mental health week was promoted via class dojo with top tips shared for promoting positive mental health. To support this the school launched ‘The 14 days of love’ challenge where parents and children have been encouraged to cover their doors at home with positive messages for each other. This has been received well by parents.</p> <p>All staff attended ‘Well being for education’ training delivered by Well Being education Team and are able to identify pupils and families who may require further support. Leaders are also conscious of the amount of screen time pupils are involved in and so lessons are timetabled to allow children some ‘downtime’ from the screen. SLT are scheduled to attend Children’s Champion seminar to promote resilience in children.</p> <p>Areas for Development / Next Steps Continue to promote health and well being through sharing Top Tips through our social media platforms. Introduce ‘Well being Wednesday’ as part of the induction into Thrybergh. Ensure the transition into Thrybergh is reflective of the current climate and that parents and pupils feel reassured about the move. Social stories/videos to be created for vulnerable children who may be anxious about the return to school Continue welfare calls and face to face contact with families and offer bespoke support if required.</p>
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Strengths The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). SLT have ensured that as a school we are following the guidance from GOV.UK provides guidance to support schools: with data protection activity, including compliance with GDPR to be cyber secure</p> <p>Areas for Development / Next Steps Review permissions for ‘live recordings/social media posts regularly.</p>
<p>Behaviour and attitude</p>	<p>Strengths</p>

<p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Clear behaviour expectations and rules have been set out in the remote learning policy which pupils maintain during lessons. Staff monitor behaviour and the 'chat' function during the sessions. Staff continue to promote the Foljambe Way expectations during on line learning sessions. This is then acknowledged through our weekly Star of the week assembly.</p> <p>Areas for Development / Next Steps Continue monitor behaviour and attitudes on line and promote positive behaviours through our social platforms.</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.