



Cophorne's Remote Learning 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</p>	<ul style="list-style-type: none"> ➤ SN has overall responsibility. ➤ Clear plan and approach in place. ➤ All staff are clear on expectations. ➤ Live lessons and a range of tasks – including time away from screens – are set for children. ➤ Number of vulnerable pupils accessing remote offer is tracked and appropriate 		5	<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>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>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>actions taken to increase levels of engagement for those not in school.</p> <ul style="list-style-type: none"> ➤ Differentiated tasks set for children. ➤ Offer includes weekly catch-ups and assemblies. ➤ Learning by questions is being used from Y3 upwards to provide instant pupil progress information to teachers. ➤ Safeguarding procedures in place and outlined in the Remote Learning Approach and addendum to the Safeguarding Policy. ➤ Curriculum: teachers and subject leaders have identified the elements of the curriculum which need to be delivered as a priority to support 'catch-up' and provide pupils with the skills and knowledge essential for them to access the whole curriculum/Key Stage expectations upon their return to school. 			<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>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>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<ul style="list-style-type: none"> ➤ Highlighted curriculum plans show recovery needed after remote learning e.g. trips and visits which couldn't be delivered remotely. 			
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<ul style="list-style-type: none"> ➤ Copthorne's Remote Education Approach is on the website and has been shared with all staff and Local Advisory Board members. ➤ Parents have been issued with a 'Remote Education/Home Learning Guidance' document. ➤ Approaches and expectations are reinforced through phone calls to parents/carers as required. ➤ Tech support provided by the school office and teachers ➤ Video clips explaining how to use Class Dojo are available ➤ Staff available to support parents with Class Dojo (this includes providing translated support) 	<ul style="list-style-type: none"> ➤ Information provided at induction on remote learning for new starters 	4	<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>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Monitoring and evaluating</p> <p>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</p>	<ul style="list-style-type: none"> ➤ Weekly overviews monitored by subject leaders ➤ Staff workload reduction party established ➤ Expectations have been discussed with staff and any risks to workload mitigated through: <ul style="list-style-type: none"> ➤ In the event of a whole school closure, staff in school on a rota basis (approximately 1 full week in every 3). Whilst at home, staff are able to organise their time freely around their live lessons to ensure their own well-being ➤ Use of Learning by Questions ➤ 2 staff meetings held (and production of short video guides) dedicated to efficient use of Zoom and reduction in workload ➤ Subject leaders have sent out resources/links to help reduce workload 		5	<p>GOV.UK provides the following guidance:</p> <p>recording attendance in relation to coronavirus (COVID-19) during the 2021 to 2022 academic year actions for schools during the coronavirus outbreak remote education good practice</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<ul style="list-style-type: none"> <li data-bbox="600 233 1048 367">➤ SCITT teachers effectively deployed to support workload reduction <li data-bbox="600 399 1048 638">➤ All senior leaders and admin staff have access to management information as regards absence data and so are able to respond to changing contexts. <li data-bbox="600 654 1048 775">➤ Teaching staff are informed of absence information as appropriate 			

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

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>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: understanding their strengths and weaknesses to improve their learning</p>	<ul style="list-style-type: none"> ➤ All staff have a very good understanding of each child's home circumstances and their access to the remote learning offer ➤ Regular communication is in place between teachers and parents and senior leaders and parents to reinforce expectations and provide support with the remote/home learning approach. 	<ul style="list-style-type: none"> ➤ Redistribute guidance to parents about effective home working and the importance of routines 	5	<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</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>how to learn from home how to manage their time during periods of isolation</p>	<ul style="list-style-type: none"> ➤ Where pupils or parents prefer paper/off-line approaches these are provided after discussion as regard what is best for each child ➤ Class Dojo is used effectively to reinforce daily expectations as regards the balance of activities, as well as to communicate positive messages to pupils and parents ➤ Devices have been provided for all families who need them. This includes those where multiple children are sharing one device. ➤ To date 172 devices have been provided for home use. Of these, 52 were issued by the DfE. The remainder have been purchased 			<p>to plan, monitor, and evaluate specific aspects of their learning.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<p>and provided by school.</p> <ul style="list-style-type: none"> ➤ In the event that a whole class is required to work from home, regular feedback is provided (minimum twice weekly for written feedback) by teachers to pupils to support progress, and enable pupils to understand their strengths and areas for development. ➤ Parents/pupils are issued with daily timetables to ensure a good balance of learning approaches and suitable 'down time'. 			
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet,</p>	<ul style="list-style-type: none"> ➤ Devices have been provided for all families who need them. This includes those where multiple children are sharing one device. 	<ul style="list-style-type: none"> ➤ Check children's access to devices as part of new starter induction 	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</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>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.</p>	<ul style="list-style-type: none"> ➤ Access to extra data has been provided to 8 families. ➤ As above, off-line learning has been provided as appropriate in response to pupils' and parents' needs. ➤ Pupils without suitable online provision or whose parents are unwilling to engage have been invited to attend school, after every strategy to increase engagement has been attempted. E.g. Regular phone calls home; home visits; official engagement concerns letter etc. 			<p>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>The Sandringham Sustaining Digital and Remote Education toolkit provides training on recognising and overcoming barriers to learning from technology.</p>
<p>Supporting children with additional needs</p> <p>Children and young people with high needs,</p>	<ul style="list-style-type: none"> ➤ A weekly overview with appropriate activities that mirror the school curriculum 	<ul style="list-style-type: none"> ➤ Children at home with SEMH / ASC / attention difficulties found it hard to engage with online lessons, 	4	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>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.</p>	<p>is sent out via Class Dojo</p> <ul style="list-style-type: none"> ➤ Throughout lockdown, 29% (29/ 99) of SEND pupils are accessed education at school. This included 78% of children (7/9) with EHCPs or EHCPs pending. ➤ Of those pupils with SEND who were at home 71% (50/70) engaged with remote learning. ➤ 17% (12/72) pupils accessing education at school were identified as vulnerable and were offered places. ➤ Of those at home in Reception, KS1 and KS2, 95% (327/343) engaged with remote learning. ➤ As above, parents were provided with daily timetables and 	<p>especially if there was more than one child in the house and parents cannot support them all. Where families may struggle to engage with the technology provided, work packs have been sent home.</p> <ul style="list-style-type: none"> ➤ Advice has been given to specific parents about how to engage their children. In most cases, throughout lockdown, an offer of a school place was given though was not always taken up. 		<p>webinars on how to support pupils with SEND.</p> <p>The guidance on Statutory obligations and expectations - Get Help with Remote Education - GOV.UK 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> <p>The Sandringham Sustaining Digital and Remote Education toolkit provides training remote approaches that best support different types of learner needs.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<p>home learning guidance.</p> <ul style="list-style-type: none"> ➤ Bespoke provision is in place to meet each child's learning needs. ➤ Throughout lockdown, the speech and language therapist continued to support children both at home and school. School and SaLT support parents with strategies for children at home. ➤ The admin/office staff provide appropriate support for parents ➤ Where families experience difficulties with technology, they are invited in to school for issues to be addressed and tutorials provided as required. 			
<p>Monitoring engagement</p> <p>The school has systems for checking daily</p>	<ul style="list-style-type: none"> ➤ In the event of whole class remote teaching, parents/carers are immediately informed 		5	<p>Advice on how schools should monitor engagement is highlighted</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>by office staff when their child fails to attend a live lesson.</p> <ul style="list-style-type: none"> ➤ Teachers keep weekly spreadsheets to show engagement in each of the tasks and live lessons if the whole class is learning from home ➤ Where a child's levels of engagement are low (less than 50% as a priority, followed by those below 70%), SLT members contact parents at least weekly to discuss concerns, addressing these swiftly. Follow-up home visits take place as required. ➤ Spasmodic or fluctuating levels of engagement are also discussed with parents as above. 			<p>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>The Sandringham College Sustaining Digital and Remote Education toolkit provides training on helping students understand what they need to progress.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<ul style="list-style-type: none"> ➤ Appropriate support is offered to parents to rectify the situation 			
<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>	<ul style="list-style-type: none"> ➤ Pupils are digitally skilled ➤ All pupils have been supported by teachers to use Class Dojo ➤ Children who regularly access IDL Cloud resources are provided with access. 		5	<p>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.</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.

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>Key stages 3 and 4: 5 hours a day</p>	<ul style="list-style-type: none"> ➤ Pupils in Foundation Stage and Key Stage 1 are set a minimum of 3 hours of work daily. In Key Stage 2, a minimum of 4 hours are set ➤ The remote/home learning offer includes the full range of curriculum subjects with key concepts having been prioritised for delivery during this time 		5	<p>Remote education expectations are highlighted in Statutory obligations and expectations - Get Help with Remote Education - GOV.UK</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Curriculum planning</p> <p>The school has well-sequenced curricula in place to provide high quality on-site and remote education, and has the relevant resources in place to deliver the curriculum to pupils both remotely and in-class simultaneously, where needed.</p> <p>Where remote education is needed, schools set 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"> ➤ A well-sequenced curriculum has been planned and is being implemented. ➤ The remote learning curriculum is broad and balanced. ➤ For each subject area, key concepts within curriculum themes, have been identified for delivery through remote learning. This will enable pupils to continue to progress effectively through the curriculum sequence when they return to school. ➤ Specialist resources such as the National Oak Academy & BBC Bitesize have been used to support Art and DT objectives 		5	<p>The school has well-sequenced curricula in place to provide high quality on-site and remote education, and has the relevant resources in place to deliver the curriculum to pupils both remotely and in-class simultaneously, where needed. Where remote education is needed, schools set 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>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</p>	<ul style="list-style-type: none"> • Appropriate, curriculum-aligned resources are used to support our remote education offer. E.g. White Rose Maths; Learning by Questions; Deepening and Understanding, Developing Experts, SPAG.com, Accelerated Reader, Lexia, 	<ul style="list-style-type: none"> ➤ Remote learning to be included in new staff and SCITT teacher induction 	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>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>time from the school or other educational providers (such as Oak National Academy), and time given for 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>Times Table Rockstars, Mathletics,</p> <ul style="list-style-type: none"> ➤ Our remote education provision includes: <ul style="list-style-type: none"> • A weekly overview sent to all pupils each week, in case they need to isolate ➤ Where a whole class is required to access remote learning: <ul style="list-style-type: none"> • A minimum of two live and one pre-recorded lesson(s) each day in EY and Y1). • A minimum of one live and two pre-recorded lesson(s) each day in Y2 • A minimum of one live and three pre-recorded lesson(s) each day in KS2 • One live session is delivered in the morning and the other in the afternoon. 			<p>guidance on how to access and set up online digital platforms to support delivery</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> <p>The Sandringham College Sustaining Digital and Remote Education toolkit provides training on research informed digital curriculum delivery.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<ul style="list-style-type: none"> • The pre-recorded sessions is set for access at any point during the day. As this is pre-recorded, it provides families with the flexibility to view the lesson at a time best suited to them and allows them to build in suitable break-times/off-screen activities for their children. • A good range of independent work is set, making effective use of other providers' materials such as the White Rose Maths Hub, Oak Academy; Times Tables Rockstars; Spag.Com; Lexia reading • Zoom is used as our digital platform. Parents have been 			

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<p>provided with 'help videos' to support them and their child's use of this platform. This is being used effectively to communicate with parents.</p> <ul style="list-style-type: none"> • Use of the Marvellous Me APP, and Class Dojo is also embedded and used to communicate effectively with parents and pupils. <p>➤ Parents/carers are informed of any one off variation in the timetable e.g. teacher sent for a test</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. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>➤ If the whole class is isolating, pupils at home receive written feedback at least twice a week via Class Dojo, and / or phone calls.</p> <p>➤ Feedback also takes the form of:</p> <ul style="list-style-type: none"> • Work marked automatically via the digital platforms: Learning by Questions; Mathletics; Spag.Com 		5	<p>GOV.UK provides guidance on: assessing pupil progress and providing feedback in the remote education good practice guidance assessments and exams</p> <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<p>and Times Table Rockstars. Marking from these platforms is fed back automatically to teachers, enabling them to track each pupils' progress, areas of need and levels of engagement.</p> <ul style="list-style-type: none">• Formative assessment during live lessons – this includes regular questioning etc.• Regular quizzes and home learning projects which are uploaded to children's portfolios			

Capacity and capability

Schools support staff to deliver high-quality remote education.

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>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>	<ul style="list-style-type: none"> ➤ All DfE remote education guidance documentation is shared regularly with staff ➤ Time is provided in staff meetings for staff to share what is working well and support one another in terms of their remote learning strategies ➤ Expectations in terms of professional conduct and how this applies to remote teaching, have been reiterated (and are revisited regularly) ➤ A range of resources have been purchased to support 		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>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<p>the school's remote learning approach. e.g. Learning By Questions; Discovery Learning, recorded lessons on T drive to refer to</p> <ul style="list-style-type: none"> ➤ Teachers' demo support group is set up on Class Dojo to enable staff to share tips and expertise 			<p>The Sandringham College Sustaining Digital and Remote Education toolkit provides training for school leaders to develop research informed remote education practices.</p>
<p>Staff capability</p> <p>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 continue to support effective teaching practice remotely.</p>	<ul style="list-style-type: none"> ➤ Staff have access to laptops for the delivery of their remote offer ➤ 1 teacher is part of an Apple Teacher scheme so has a brand new I Pad to support the remote learning offer. ➤ All staff have been trained in the use of Zoom; Learning by Questions, Class Dojo and Marvellous Me. ➤ Class Dojo training videos are emailed to staff ➤ SENDCO shared recorded training videos on how to ensure resources are accessible for children with a range of SEND needs 		5	<p>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.</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</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
				<p>professionals on augmentative and alternative communication technology to support pupils with SEND.</p> <p>The Sandringham College Sustaining Digital and Remote Education toolkit provides training on research informed digital curriculum delivery.</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, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<ul style="list-style-type: none"> ➤ Via EHT, best practice is being shared with Holybrook Primary ➤ Remote learning approach shared with other leaders across the MAT ➤ Engagement with NACE’s webinars regarding effective remote practice for more able learners ➤ Apple Teachers 		5	<p>There are several school-to-school support networks which you can make use of, including:</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</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
				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.

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>Realistic expectations of pupils, parents and carers</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>	<ul style="list-style-type: none"> ➤ As above. Parents have been informed of expectations as regards remote learning and given details of how to support their children at home. ➤ The school's remote learning approach has been shared on the website. 		5	<p>Remote education expectations are highlighted in the Statutory obligations and expectations - Get Help with Remote Education - GOV.UK</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>	<ul style="list-style-type: none"> ➤ Children understand the remote learning expectations. 			<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). The Sandringham College Sustaining Digital and Remote Education toolkit provides training on communicating with parents.</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>	<ul style="list-style-type: none"> ➤ Whole School assemblies are shared on Class Dojo ➤ Class teachers run a 'live' class catch-up/assembly to allow children to see each other outside of the 'classroom' environment. This provides the opportunity for children to chat, air any concerns and maintain the sense of community. 		5	

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>	<ul style="list-style-type: none"> ➤ Copthorne's remote Learning Approach provides clear details of all the safeguarding procedures in place. ➤ A remote learning addendum to the Safeguarding Policy has been ratified by the LAB. ➤ Both of these documents have been shared with staff. ➤ CPOMS continues to be used effectively by all staff and, as a result, any safeguarding concerns in relation to remote learning are raised and addressed quickly 		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>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>	<ul style="list-style-type: none"> ➤ Our remote learning approach includes clear safeguarding procedures for teachers and support staff when using live or pre-recorded lessons ➤ This has been shared with and is understood by all staff. 		5	<p>GOV.UK provides guidance on: safeguarding and remote education during coronavirus (COVID-19) 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. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<ul style="list-style-type: none"> ➤ All teachers have had the following training with regards to mental health issues, their identification and how to respond to them: <ul style="list-style-type: none"> • Bereavement • Attachment Disorder • Trauma/ACEs • Zones of Regulation ➤ Staff are quick to identify any issues with regards to mental health and/or well-being when teaching remotely. ➤ As above. Weekly class catch-ups/assemblies are held to further provide pastoral support 		5	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	Wellbeing area of the school website created to further support families			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<ul style="list-style-type: none"> ➤ School's systems and processes are fully compliant with GDPR as regards our remote learning approach ➤ Staff have been given guidance highlighting: <ul style="list-style-type: none"> • Screen sharing e.g. emails are shut down during live lessons • Sharing sensitive data online • Clear protocols for the use of Zoom <p>Pupils reminded about sharing pictures/work online</p>		5	GOV.UK provides guidance to support schools: with data protection activity , including compliance with GDPR to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<ul style="list-style-type: none"> ➤ Our remote learning guidance for families includes clear expectations as regards children's behaviours and attitudes. ➤ Rules for behaviour are reinforced at the start of each lesson and throughout as appropriate. 		5	GOV.UK provides guidance on behaviour expectations in schools.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<p>➤ Pupils' conduct and behaviour for learning is carefully monitored during live lessons. Any poor behaviour is dealt with straight away and, as necessary followed up by a phone call or home visit to parents.</p>			

