



Muswell Hill Primary School
Governors Report into Remote Learning Provision
For Parents and Carers
16 March 2021

Aims:

To determine whether Muswell Hill Primary School is meeting Department for Education and Ofsted requirements for delivery of learning during school closure.

To determine whether Muswell Hill Primary School is meeting the values and ambitions it has set for its students.

Conclusion:

The school governors have conducted a review of the remote/blended learning provision at school, taking into consideration feedback from the parent/carer survey, class teachers, the Senior Leadership Team and 80+ emails received prior to the publication of the survey.

The governors have concluded that the school is more than fulfilling the Remote/Blended Learning Policy agreed in September. The school is not only delivering the full, broad curriculum, with a clear focus on core literacy and maths skills, but it continues to offer engaging learning opportunities aligned to the provision children would experience in school. These opportunities include learning Mandarin, accessing forest school groups, learning a musical instrument, and continuing our journey as a Rights Respecting School.

The governors examined the following elements of the school's policy and delivery:

- Remote Learning Offer
- Approach to Learning
- Support
- Assessment and Feedback
- Challenges
- Staff Training and Welfare
- Attendance
- Parental Concerns
- Catch Up Provisions
- School Vision 2019-2024

Remote Learning Offer

The school meets the Department for Education's recommendation to have a digital platform to provide online education where it is the most appropriate method. As highlighted in the Department for Education's guidance, learning should be kept simple and uncomplicated, with high levels of clarity. We have agreed with the school that expectations will be better clarified for each day to assist parents and children to understand what needs to be done and why.

The governors' are confident the school has selected an appropriate technology platform that enables children to engage with their teachers, complete tasks, receive feedback and collaborate with their peers in a safe and secure fashion. As with any such major change, the school has been monitoring what is working well and what can be improved. This was presented at the Curriculum and Standards meeting on 4th February.

Regular contact between teachers and pupils is important. We have agreed that a slight increase in live contact will prove beneficial to the children, not for the purpose of delivering content necessarily (which we believe can be achieved through other means), but as a way of maintaining social skills and ensuring children maintain their relationships with both their peer groups and teacher.

We believe the balance in the school's mixed model is most effective to delivering content, enabling children to undertake tasks that are set for them, receive feedback on key work products, and have opportunities to engage with others in an appropriate setting rather than for receipt of information.

Approach to Learning

The aim of the remote learning policy is to deliver a high-quality curriculum so that pupils know more and remember more. The school is delivering learning using the same key foundations as in school, albeit offered through different mechanisms. The governors are confident that the varied approach to learning provided by the school is achieving this through delivery of the full curriculum as well as the broader activities offered.

Support

The school has offered support to children that require additional assistance, both through assistance with technology, welfare monitoring and engagement and support with parents and carers.

Assessment and Feedback

Children are being assessed on an appropriate basis. The governor's agreed with the headteacher's observations that clarity over what work is fully assessed with detailed feedback provided, versus work which is acknowledged but not marked is important to ensure parents and children have appropriate expectations and to ensure staff are able to give the right sort of feedback for the right sort of work.

It will be important to assess how well the curriculum delivered has been absorbed by the children, and assessment of progress will be needed once the children are back in the classroom.

Challenges

The school has reflected on the challenges faced in 2020 and put in place mechanisms to address these. The school is reflective and adapts its provision to address observations and feedback on improvements. The school is engaged with other local schools in relation to their offering to ensure we can learn from challenges faced elsewhere and adapt any good practices that are observed.

Staff Training and Welfare

The governors recognise that this period is incredibly challenging for staff who have had to adapt the way in which they teach dramatically. The school has provided appropriate training for them to use the technology solutions available and are co-operating to share best practice. The SLT are conscious of the burden on teachers and are working on methods to help (such as clarity of expectations on feedback and work set).

Attendance

The school is not keeping a formal attendance register to enable children and parents/carers to structure their day to assist with working from home and other siblings' demands on devices and time. Engagement is being monitored through the completion of the set activities, and the school are following up in the few instances where there are concerns over children's engagement.

Parental Concerns

The school has engaged closely with parents/carers through a very detailed community survey to understand how parents and carers feel about the remote learning approach. This included examining the volume and type of work, whether it was sufficiently or too challenging, ease of use of the technology systems etc. In general parents were very satisfied with the provision by the school.

Catch Up Provisions

When children were assessed in October against July's outcomes (reflecting the period when remote learning was less structured in the first lockdown), the school was able to demonstrate that the majority of children had not fallen behind. The governors are therefore confident that an assessment when the children have returned to school will demonstrate that this period of remote learning provision with all the improvements that have been made will have worked well.

School Vision

The school is doing well at ensuring the school values are met through the remote learning provision. For example, the video call principles reference key attributes and how they align with the values (e.g. respect for others).

Recommendations

Following the detailed discussions on these areas the governors have agreed a number of recommendations with the school to continue to improve the provision of remote teaching including:

- Improved clarity of expectations
 - Teachers will explain in their morning introductory video session

- which learning needs to be posted and by when;
 - which learning support will receive detailed feedback or be marked; and
 - which tasks must be completed.
- Communications with parents and carers as to how much support parents and carers need to provide (will differ by age group).
- Daily live sessions
 - Can be flexibly used for social engagement/reteaching key concepts or methods/story times/targeted or drop-in support based on the teacher's assessment of best use.
 - The times will be fixed but their function will vary. This will be timetabled across the school to avoid clashes.
- Prioritisation of 3-4 activities a day
 - to help children, parents and carers plan their day and prioritise the content being taught.
- Increased physical activity encouraged
 - An additional 'live' HITT session with our PE team
 - A daily physical activity session will be timetabled each morning.
- Workbooks to help relieve screen time
 - The school is investigating maths and phonics books.
- Each class's daily schedule will be available to see by 8am.
 - The school will continue to monitor the daily engagement of the children and their progress throughout this lockdown and following the anticipated return to school.

Detailed Report

Question	Joint review with Headteacher and Governors
<u>Remote Learning Offer</u>	
How has your schools remote learning offer developed since March 2020?	<p>There has been a significant change in the remote learning offering since March 2020.</p> <p>March 2020 Uploaded activities onto website in March with weekly activities for parents and carers to support at home. Limited teacher-child interaction other than those we needed to monitor or were concerned about. Teachers teaching in school as well as trying to prepare lessons to send home for isolating children. The whole curriculum wasn't covered.</p> <p>Current Model Introduction of Seesaw as main platform for Y1-6 and Tapestry for EYFS and SEN children with an EHCP. Review of practice, consultation with Leadership Team and research informed by Education Endowment Fund over June/July in preparation for policy in September. Children have contact every day. Children follow same activities in home and at school so no difference in learning opportunity. Whole curriculum covered.</p> <p>Technical offering: Techers using Google Drive, YouTube to host videos, Loom to make videos.</p> <p>Children access via:</p> <ul style="list-style-type: none">• SeeSaw.• Tapestry -EYFS only• Oak Academy• IXL• TT Rockstars• White Rose Maths
What platform are you using and the rationale behind this choice?	SeeSaw is the dominant platform, supported by Oak Academy, White Rose and Tapestry for younger pupils. Other online activities continued including: IXL, TT Rockstars, Nessy & SATs Companion.

	<p>Safeguarding protected by using this. Can upload videos safely. Voiceovers for quality feedback and marking Teachers can access instantly. Children’s work is individual and cannot be accessed by anyone other than the teachers. Anything children post – before it is shared the teacher can review and authorise it before going live to other children. Can tag groups and feedback to groups of children. Can do marking partners so children can collaborate and see each other’s work when appropriate.</p> <p>E-Floor Books on SeeSaw: Every teacher has created a virtual child and adds individual work to this to demonstrate a class book of achievement.</p> <p>Only have 5 licences for adults on each class which means leaders can’t go into – investigating whether can buy more licences.</p> <p>Used basic licences in summer 2020 – couldn’t upload videos, so upgraded licence provision to get better access.</p>
<p>What aspects of the curriculum are included/ delivered (or not)?</p>	<p>Gap in computing – coding. Arranged for next few weeks. Core skills are being used on a daily basis.</p> <p>Gap in Mandarin teaching (due to teacher access in first lockdown). But now being covered via weekly lessons since Jan 21.</p> <p>All specialist teachers are still providing specialist lessons (e.g. learning an instrument in bubbles of 10, Rocksteady offering live stream music lesson on Friday afternoons for the Key Stage 1 and 2, PE Coaches making weekly video lessons, Art and DT projects across the school)</p>
<p>Is it the full statutory curriculum/programme of study?</p>	<p>Yes, the school is providing the full statutory curriculum.</p>
<p>How have we adapted our practise during the first three weeks of term to improve our provision?</p>	<p>The school has adapted the practise to include:</p> <ul style="list-style-type: none"> • Instrument lessons for all Y4 and target groups. • Weekly 30-minute music lesson. • Teachers learning to use Loom for live video recordings / voice overs. • Reading Gladiators – have started a book club with research texts by a literacy expert (Yr 2, 4, 5, 6).

	<ul style="list-style-type: none"> • Philosophy lessons (live) for Year 6 for 5 weeks. • Forest school completion for Year 5 • 3 groups of tutoring catch up work separate from bubbles. • Year 6 tutoring on Monday/Tuesday night. • Teachers trialling extra Zoom sessions to reteach concepts, give feedback or remodel a key teaching point.
<p>How are we adapting our remote learning offer to reflect different age groups within the school?</p>	<p>Reception - all reception on Tapestry. Parents can post videos from home. Where school posts learning. They receive story time and phonics with one highly taught activity they must do each day and other pre-recorded activities.</p> <p>Would like to change on Monday to have three Zoom sessions to do ‘news’ – so can have fewer children per session to enable more time for each to speak.</p> <p>Year 1 – less SeeSaw used for this year for the children in school but AHT developing their access. They join in all class Zoom sessions. Children don’t do interactions back on SeeSaw. More use of paper-based activities.</p> <p>Year 2 – Oak Academy. Pre-recorded lessons. Moved from 22/1/21 to teachers Literacy planning as Oak not working well for literacy. Too dry, too long, even though a full taught lesson by a teacher.</p> <p>Year 3-6 – progressively more independence. Using SeeSaw exclusively to post learning and interact. Other online activities to develop and support fluency. Using White Rose for maths.</p> <p>All SEN children with EHCP are being set up with Tapestry accounts in order to hold videos of their progress and achievements. Parents are able to contribute. Professionals are able to contribute. All in one place so no information missed. Will be able to track learning and progress within the professional partnership. Developments for over the Spring and Summer Terms.</p>
<p>Approach to Learning</p>	
<p>What pedagogical techniques are teachers using to ensure pupils can learn effectively?</p>	<p>The teachers are using a combination of techniques including:</p> <ul style="list-style-type: none"> • Meta-cognition • Retrieval practice • Quizzing • Dual coding • Subject specific vocabulary • Fluency – over learning • Sequencing the curriculum

	<p>The school has started working with Tom Sherrington – Mr Rosenshine’s Principles/WalkThrus – 3-year investment partnership with HEP and NLCs.</p> <p>Via the HEP partnership, the school is continuing to work with Christine Counsel to develop the humanities curriculum.</p>
<p>How are misconceptions checked?</p>	<p>Ability to respond on SeeSaw. Highlighting in their work. Daily lessons for children to complete and upload which teachers review to assess whether there are misconceptions. Voice notes for feedback.</p> <p>Recommendation to introduce additional sessions in the week for teachers to coach, reteach misconceptions – target groups of children or have an open Zoom policy of show up at X time or whole class feedback sessions.</p>
<p>How is new learning taught and pupils understanding of knowledge, concepts and skills checked?</p>	<p>Combination of teacher videos – Loom, models and explanations, White Rose videos for maths, HEP materials with presentations and power point voice overs, discussion at some Zoom sessions.</p> <p>Children’s response are checked throughout the day – responses via notes and voice messages with annotations on work.</p>
<p>What research have leaders and teachers used to inform the schools pedagogical approaches to support pupils to learn well when learning remotely? E.g. Rosenshine’s Principles</p>	<p>Rosenshine’s Principles Tom Sherrington’s Walk Thrus Education Endowment Fund research on Remote Learning.</p> <ul style="list-style-type: none"> - Key findings summary - Remote Learning – Rapid Evidence Assessment (used to inform the first policy plan back in July 20) <p>https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</p>
<p>What are the daily expectations outside of teaching lessons i.e. is there a daily check in and check out? Assemblies? PHSE lessons?</p>	<p>No assemblies provided in 2020 – more messages or integrated video messages to children.</p> <p>No daily assemblies. Determined that not beneficial to do full school assemblies – very difficult to manage. Therefore, better to record for children to watch around the other aspects of the curriculum.</p>

	<p>The school now holds Headteacher Golden Learners Assembly and SLT Key stage Rights Respecting Assembly/Activities.</p> <p>Special weeks focused assemblies: Safer Internet Day, Engineering Week, Science Week, World Book Day all planned for Spring Term</p> <p>Phase leaders not doing assemblies currently – will review after Spring half term – normally lead on weekly RE/Special Events assembly.</p> <p>EYFS leaders doing assemblies for Reception – rolling out focus on Characteristics Of Effective Learning.</p> <p>Not doing a register spreadsheet as want to allow flexibility for parents to pick when children learn to fit with jobs and to ensure no device clash in multiple-children households.</p> <p>Children are monitored and tracked each day and reported weekly to SLT to follow up if engagement drops off or if not present contacts with concerns on the same day. Reduction of admin for teachers.</p>
<p>How do senior and subject leader’s quality assure the effectiveness of the remote learning offer?</p> <p><i>This is paramount in terms of the effectiveness of pupils’ learning experiences and ensuring the October 22nd Legal Directive being meet- especially in terms of the pedagogy the DfE expects schools to use to enable pupils to learn well and remain engaged.</i></p>	<p>AHTs and SLT monitor weekly online lessons.</p> <p>SRSE cycle – Phase Leaders and subject leaders monitoring planning and delivery. Built in pupil voice, work scrutiny, online dip ins. Weekly contact with staff to check in on how things are going.</p> <p>Phase leaders have developed E Floor books. All teachers agreed this was the best approach to track curriculum development.</p> <p>Parent and carer feedback – online survey to support the review. 258 responses.</p>
<p><u>Support</u></p>	
<p><i>For younger pupils and SEND it can be very difficult to use technology independently without support from an adult.</i></p> <p>If parents and carers are not able to do this at home (for whatever reason) what support is there for these pupil groups to learn successfully away from the classroom?</p>	<p>Support staff and children in contact with parent and child each week to maintain social contact for those not attending.</p> <p>Vulnerable SEN learners attending bubbles on site and receiving ongoing support and interventions.</p>
<p>How is remote learning planned for mixed ability classes of pupils which have different prior attainment (ability) or specific learning needs?</p>	<p>Teachers are providing differentiated learning activities.</p> <p>The school is conducting SLT, Phase Leaders and Subject Leader monitoring.</p>

<p><i>Differentiation especially for the most able and the least/SEND is important to be reflected so different pupil groups are sufficiently challenged and/or can access the work.</i></p>	<p>Inclusion Manager tracking all children working outside of year group curriculum and supporting teachers and support staff to ensure accessing the correct pitch for learning.</p> <p>Feedback from some parents that some children are not being suitably challenged. Action to follow up from surveys. All feedback provided to individual teachers as well as SLT.</p>
<p>What is the school's remote learning strategy if some pupils are learning at home due to C19 isolation but others from the same class are learning face to face in school?</p>	<p>All children are receiving the same teaching provision irrespective of location.</p>
<p>How are parents and carers supported to have the skills to support their children at home and what are you doing to engage and gain support of the school community?</p>	<p>Videos for parents on phonics, reading etc to help them with teaching.</p> <p>Universal explanation on the technology offerings.</p> <p>Considering giving some more guidance on what level of oversight is required from parents.</p> <p>Teachers to include specific guidance on support for activities as per feedback from some people.</p> <p>Teachers following up with individuals from surveys Spring 2.</p> <p>AHT to do mini explanatory film with guidance.</p>
<p><u>Assessment and Feedback</u></p>	
<p>How is pupil's remote learning assessed, tracked and responded to?</p>	<p>As with normal practice – formative assessment online, summative assessment of fluency, reading comprehension, knowledge and facts via quizzes. (Some difficulties with cracking comprehension and reading planet at the moment due to high demand across the country.)</p> <p>Staff need to plan how we implement summative mid-term assessments. Considering whether this is left until return like the first lockdown. Online and tests feel inappropriate for children's wellbeing, objectivity and implementation of the test cannot be supervised when children at home.</p> <p>Teachers will be identifying three next steps across the core curriculum to feedback to parents and carers at the end of term parent consultation. They will be posted on SeeSaw for children and parents/carers to access.</p>
<p>What percentage of children are meaningfully engaging with remote learning? What does meaningful engagement look</p>	<p>Regular assessments of engagement are being made.</p> <p>After the end of week 1 88% were considered to be engaging meaningfully with the remote learning.</p>

<p>like in terms of volume of uploaded work? What are we doing to ensure learning for the children who are not engaging?</p>	<p>The school made phone calls and home visits, to families where engagement was not as full as others.</p> <p>After a few weeks this had risen to 97% meaningful engagement.</p> <p>Those children who are not as well engaged have been offered tutoring or additional guidance and support.</p>
<p>How much feedback are children receiving on the work they are uploading to help inform their learning?</p>	<p>Too much at the moment for the majority of classes – school council asking KS2.</p> <p>Some children voiced worries that they were not keeping up. Some mirroring with home but still a small minority.</p> <p>Teachers are responding all day long – this needs adjusting and clear communications with children to explain which will be deep marked and which will be acknowledged like the school feedback policy.</p> <p>Voice memos quicker so more manageable. Teachers to be clear what they are going to deep mark to manage expectations.</p>
<p><u>Challenges</u></p>	
<p>What are the significant barriers and challenges you have faced and how have these been overcome?</p>	<p>A survey was sent to parents regarding technology access.</p> <p>Some children struggled not being able to read teacher comments – teachers now provide verbal recorded comments which is also perceived as more personal and children like hearing their teacher’s voice.</p> <p>Clash with Zoom times and some parents working arrangements. The school is keeping it flexible for those we know about.</p> <p>Some children with confidence issues and not wanting to attend Zoom.</p> <p>To ensure every child in EYFS, Y1, Y2 is engaging with the home learning (or is in school). Some may need to attend school or have a separate device supplied.</p>
<p>What have been your successes? What are you proud of?</p>	<p>The school provides a strong holistic blended approach.</p> <p>The school has adapted well and continues to adapt its practice in response to observation and feedback. The staff are reflecting and are resilient, pro-active practitioners.</p>

	<p>All teachers have gained confidence and developed skills to achieve a fully comprehensive learning approach.</p> <p>A high proportion of children are highly engaged and motivated and maintaining and sustaining full school days.</p> <p>Our flexibility, long-term planning and ability to be flexible and fluid in our approaches and personalise them where necessary.</p>
How does the school's remote learning approach compare with other schools in the area?	<p>The local headteachers group have compared offerings. All schools have found challenges in getting the right blend of face time and self-directed learning. Different schools have selected different platforms, all of which appear to have comparative advantages and disadvantages. Muswell Hill's remote learning approach is similar to those being offered by other schools in the area. Schools reported that having daily face time with the teachers was appreciated by the pupils and seemed to have better engagement levels.</p> <p>Muswell Hill to move to a daily video call session with children to be used as most appropriate for that teacher and class – e.g. for building engagement, providing feedback or re-emphasised learning, for increasing social engagement with the children etc.</p>
Are there other approaches / systems which are working well elsewhere which the school could adopt?	Could consider adding in different platforms – e.g. Google classrooms, TEAMS, subject to understanding how best to use these to assist learning via the primary platform SeeSaw.
<u>Staff Training and Welfare</u>	
Staff development – what training and development has been, and is, available for staff?	<p>Staff training has been maintained throughout, in particular focussing on:</p> <ul style="list-style-type: none"> • Rosenshine's Principles – retrieval practice, dual coding, specific vocabulary teaching, meta-cognition, curriculum development, cognitive working load theory and training sessions for the development of the Remote Learning Policy and Practice • Using SeeSaw and other technical support and platform development. • Research from the Education Endowment Fund – remote learning • Refer to Autumn and Spring Term's Self Review and Self Evaluation document (SRSE)
Technical knowledge and skills to produce and deliver lessons?	<p>Staff have received training in relation to a number of technical aspects including:</p> <ul style="list-style-type: none"> • SeeSaw coaching sessions • Loom guidance • Peer support and coaching • Google Drive • IXL

	<ul style="list-style-type: none"> • GetSet assessment of PE • Espresso – Discovery – coding support • Other software to support development – e.g. voice over power points • CPD time given over to it TAD 4/1 refresher offered
<p>How many hours a week are staff working by comparison to a 'normal' year?</p>	<p>More to some extent. Some reported 14hr days in the first weeks.</p> <p>It requires staff to be disciplined about when they respond and outline what they will deep mark or respond to, rather than acknowledge. For example: MFL, PE, Music don't need a response – need to think with teachers about this. Y4 need to adjust music – it is a reflection afternoon whilst they do PPA. Guidance on what teachers will deep mark with voice memos or highlight and what they will acknowledge. Some subjects do not need responses to unless going to those specialised teachers. How do we do this away from SeeSaw – only one teacher pointed this out. Need to ask others.</p> <p>Need to be clear to put on the timetable so parents and carers are clear it is independent/extra activities not for teachers to respond to. Teachers can put activities anywhere, the staff in school need the timetable on Friday so they can prepare for Monday morning.</p> <p>Teachers to be clear on timetable when it is their PPA for parent/carer knowledge. Have resourced music as an example.</p>
<p>How is the school supporting staff welfare?</p>	<p>The school has provided Employee Assistance Programme, coaching support, SLT weekly meetings, AHTs talking to their phase each week, some staff working on site for mental wellbeing, staff on site public praise via school email, Head teacher regular messages, food and treats, testing programme, wellbeing half day – support staff plan for 8/2/21, working from home for SLT where and when possible. Informal support and discussions.</p> <p>Released teachers to focus on remote learning but this puts demands and higher responsibilities on the support staff. Additional supply staff to ensure two staff members per bubble.</p> <p>If school partial closure continues, need to build in regular breaks for support staff and possibly whole school well-being opportunities for teachers.</p> <p>Any changes only come into force from 22/2/21 to allow timetable adjustments, info to parents and children and staff to have time Friday 12th to prepare. No work agreed to be posted or emailed actions throughout half term unless Covid related. Update to be posted on Sunday 21/2/21.</p>
<p>How is the school enabling staff to do their jobs?</p>	<p>Support staff on site to allow teachers to deliver remote learning. Offered technology support, allowed to take computers or trade in iPads – gradual.</p>

	<p>Friday PPA – should state on timetables.</p> <p>State on timetables when teachers PPA but activities for children in school.</p>
<u>Attendance</u>	
How are children who are attending school learning by contrast with children remaining at home?	<p>Accessing the same learning, children with additional needs continuing support and interventions, sensory work, forest school completion.</p> <p>PPM WB: ½ & 8/2 met every teacher to discuss children and review home/school provision, SEN learners, vulnerable learners, disadvantaged learners, EAL and BAME children to check on access, learning, engagement, motivation and quality of work.</p> <p>The children in KS1 (Year 1 in particular) have been benefitting from a high level of support, enabling regular reading, phonics and maths fluency practice.</p> <p>Several of the children are SEN and / or working below the year group standard. Having no more than 15 children in a bubble has meant we have been able to give a higher adult to child ratio of support – providing individualised activities designed to meet their personal learning needs and goals. The support staff working with these children have been dedicated, innovative and given these children a valuable, special time.</p>
What are the levels of attendance by contrast to April-June 2020 and what impact is this having?	<p>30 -45 children attended over the first lockdown</p> <p>Currently 105 children attending over the week in one of the five bubbles and within the tutoring groups. (110 next week)</p> <p>25% of the school.</p>
<u>Parental Concerns</u>	
How do we communicate with parents and carers about the remote learning provision? Do parents have the opportunity to raise concerns and ask questions?	<p>Formal Remote Learning Policy Review – January 21 online survey for the community.</p> <p>Informal communication via Office</p> <p>All year groups have an email account for parents and carers to contact teachers and the team directly</p> <p>Communication Officer in school – telephone calls, emails, texts, newsletter</p> <p>We are holding Parent Consultation Meetings (equivalent to the Mid-Year Report) this term.</p>

	<p>Teacher review targets will be posted on SeeSaw for the children and parents/carers to access and meeting be held via Zoom as in Autumn Term. (Newsletter sent 6th Feb 21 with all updates and calendar adaptations and changes for the rest of the term.)</p> <p>Recommended changes to include:</p> <ul style="list-style-type: none"> ▪ Clarity of expectations ▪ Comms with parents as to how much support they need to provide ▪ Daily live sessions – flexible for social / reteaching based on teacher’s assessment of best use ▪ Prioritisation of 3-4 activities out of the 5 set ▪ More physical activity ▪ Workbooks to help relieve screen time ▪ Posting work the night before – 2 teachers cannot. Policy change to 8.00am and where teachers can, they will. Many already can but some cannot.
Catch Up Provisions	
<p>How have children been identified that require catch up support - based on autumn assessments following 2019/2020 disruption, but also continued identification through the 2020/2021 terms?</p>	<p>As set out in the Curriculum Document presented to Curriculum and Standards with overview document, curriculum explanation, reintegration curriculum, end July 20 assessments delivered in Oct 20. Analysis and trends within report identified catch up requirements.</p> <p>Following the reintegration curriculum plan for the first half term. Teachers delivered a series of curriculum adaptations, transitions and built in a series of formative assessments. At the end of Autumn 1, teachers assessed the children against some standardised assessments, which they would have used to support their teacher assessments in July 20.</p> <p>Week beginning 2nd November, the school met with every teacher from Year 1 to Year 6 and discussed each child from their class.</p>
<p>Are there common areas of need - across the curriculum or specific areas most impacted?</p>	<p>A review was undertaken as summarised in the Curriculum Document which identified there were generally no common areas of need, although several children who had learning progress which caused concern.</p> <p>In summary the review from the school closures in 2020 showed:</p> <p>7% lost ground in reading 4% lost ground in writing 6% lost ground in maths</p>

	<p>7% made accelerated progress in reading 8% made accelerated progress in writing 6% made accelerated progress in maths</p> <p>In Year 1 the range of needs is more expansive and therefore challenging to differentiate for within the classroom set up.</p> <p>The impact on lockdown on older children is more apparent and highlights the difference between children who were supported to engage during lockdown or attend pods offered by the school and those who didn't.</p> <p>Children lost the stamina for writing over time.</p> <p>Children's focus and concentration levels had reduced. Once children return, we need to decide on assessment cycle for the remainder of the year.</p> <p>Adaptations to curriculum for children's return. What we couldn't do when teaching remotely.</p> <p>E.g. writing stamina, handwriting, longer play and social time, oracy and communication opportunities, performance/sharing and assemblies, learning to eat in the dining hall. EYFS – gross motor skills, language and communication focus. Increase all children's attention and focus.</p>
<p>What teaching or other resource is required to close the gap?</p>	<p>No specific teaching or other resource required beyond existing teaching and support staff. This will be reviewed once children return to school as there may be a bigger impact following a second lockdown.</p>
<p>Is there any correlation to any digital divide?</p>	<p>During the school closure in 2020 there was more of a digital divide. The school sought out those requiring support and those who responded to the digital loan request in September and were able to get devices to family homes and many families purchased devices to support the weekly integrated Friday pm sessions. Children learned and refined these skills over the Autumn Term.</p> <p>We suspect (but don't yet have evidence to support) that families with more siblings and sharing with Secondary pupils who are online all day – younger siblings missing out. Some disadvantaged learners and new arrivals/new to English are more impacted as they do not have the opportunities to play with other children and immerse themselves in language.</p>

<p>Is there any correlation to any family issues and can the school provide any support in this area?</p>	<p>Mental Health support, additional Education Psychology funding from school, increased gap and needs for certain children.</p> <p>Some children who were assessed as Working Towards the year group standards or oscillating fell behind more dramatically. Bereavement, unemployment, targeted family support.</p> <p>Investment of Art Therapy for some children whose mental health has declined over time.</p> <p>Referred to more services within the borough, noting the increase in domestic violence over lockdown.</p> <p>The Inclusion Team and SLT key are working with families across the school.</p> <p>There was a decline noted with some of the older children over the last weeks of January and early February.</p>
<p>How is the school monitoring improvement?</p>	<p>Engagement monitored via completion of tasks on SeeSaw.</p> <p>Pupil progress meetings still occurring – Spring 1 all vulnerable groups discussed and checked in on with monitoring actions or provision where required.</p>
<p><u>School Vision 2019-2024</u></p>	
<p>How are the school values of respect, integrity, resilience, curiosity and creativity being reflected through remote learning?</p>	<p>Integrate the values into materials prepared (e.g. updated Remote Behaviour Rules). Appendix C.</p> <p>Resilience – feedback, encouragement, voice notes, meta-cognition through online assemblies and direct teacher practice. How you learn from mistakes. Reflection task.</p> <p>Curiosity – still offering full curriculum. Experiments and investigations you can do in the home. Forest school, Makaton, Rights Respecting School still being taught.</p> <p>Creativity – DT and Art and MFL still being taught. Being set ‘open tasks’, Home Learning Projects and Live Streamed Music lessons.</p> <p>Respect – Zoom rules. Rights Respecting is a focus each week. School council still meeting. Mental health curriculum, PHSE. Integrated humanities and literacy curriculum foci.</p> <p>Integrity – Zoom rules. Reflection on own learning – independent reflections at the end of each week. Zones and self-regulation. Self-sufficiency to use SeeSaw and produce own work. Being honest and learning from mistakes. Feedback on others work. Arriving on time.</p>

1. You will love learning new things, feel ready for the future and want to keep on learning.	Range of curriculum, new themes, new learning, new topics introduced, not all revision. Self-interests, home learning projects, multi-media approaches to learning.
2. You will understand how you learn best, you will learn from your mistakes and how to persevere.	How to learn to ride a bike / Characteristics of Effective Learning. Self-editing on SeeSaw to correct mistakes. Choosing own methods and approaches to problems across subjects. Golden Learner Assemblies – modelled strategies around meta-cognition and growth mindset modelled by head teacher and staff celebrating children progressing and developing.
3. You will know what it feels like to be motivated to be good at something, and to have achieved your very best.	Immediate feedback links: Published work, class blogs within SeeSaw. Shout outs from teachers, parents/cares and staff celebrating your learning online. Newsletter to publish work, art gallery website.
4. You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.	Feedback every day from their teachers and SLT at differing times over the weeks. Voice notes. Golden learners. Shared examples of learning across all subjects. Children making own videos and explanations of their learning and posting back to teachers.
5. You will have grown healthy and strong, and you will know how to look after your body and your mind.	New catering contract commenced 1 st January 21. Wellbeing Wednesday from Children’s Mental Health Week PHSE curriculum taught weekly. Children’s Mental Health week 1 st Feb 21 – focused learning. RSE – Relationship Education missed from Spring and Summer 20, caught up and taught in the Autumn Term.
6. You will know friendship and will have learned how to get along with other people.	Autumn 1 – focus on togetherness, friendship, kindness, sense of belonging. Whole school text to start the year. Plans to end the year in the same way by the same author.

	<p>Video of Xmas Class performances – all watched one another – links shared previously. 7 parts on You Tube.</p> <p>Rights Respecting School continued work.</p> <p>Consider setting up Learning Partners and whether we can develop this online. Some are trying ‘study buddies’.</p> <p>Upper juniors experimenting with chatrooms.</p>
7. You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.	<p>If English is a second language – bought bilingual library access.</p> <p>Provision of devices and internet access for families that need support.</p> <p>Provision of school access for key workers.</p> <p>Vulnerable children brought into school and provided with a range of face to face, online, home visits, personal calls, charity funding, additional clothing and offered wifi/data support.</p>
8. You will feel part of your community, proud of your school, and inspired to make a difference.	<p>School council – consultation with children on Remote Learning WB: 1/2/21</p> <p>SportsAid playground challenge.</p> <p>Weekly Right Respecting School lessons and activities and opportunities to be activists.</p> <p>Kitchen being used by Treehouse to prepare lunches.</p> <p>Upcoming Science Week – children studying other children who have invented things that make a difference to their own, families or the many.</p>
9. You will leave Muswell Hill with lots of good memories and be the best version of yourself you can be.	<p>Activism projects – published poetry books.</p> <p>Making films and online performances.</p> <p>Y6 Philosophy lessons, Y5/Y2 Forest School, Y4 instrument lessons</p>
How is the school meeting its aim/mission to ensure children’s voices being heard?	<p>Pupil feedback on SeeSaw.</p> <p>SRE scheduled pupil voices this term.</p>

	<p>Rights Respecting School council – online meetings. Leading review for RL.</p>
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Inclusion ambassadors on hold at the moment.

Opportunity to communicated directly with teachers every day via SeeSaw.

Voice notes ensures literacy is not a barrier.