



Muswell Hill Primary School

Governors Report into Remote Learning Provision

For Governors

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 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 with parents.

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 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 through a very detailed parents survey to understand how parents 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 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	Confidential Information – may include examples of specific individuals
<u>Remote Learning Offer</u>		
<p>How has your schools remote learning offer developed since March 2020?</p>	<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 EEF 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: Teachers 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 	

	<ul style="list-style-type: none"> • IXL • TT Rockstars • White Rose Maths 	
What platform are you using and the rationale behind this choice?	<p>SeeSaw is the dominant platform, supported by Oak Academy and Tapestry for younger pupils.</p> <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>	
What aspects of the curriculum are included/ delivered (or not)?	<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>	

	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 KS1/, PE Coaches making weekly video lessons, Art and DT projects across the school)	
Is it the full statutory curriculum/programme of study?	Yes the school is providing the full statutory curriculum.	https://youtu.be/1vt6iLWMkv8 - Art Project for Chinese New Year https://youtu.be/tYRDLE9JW30 - MFL lesson for KS1 https://youtu.be/78nOlh1G-ZA 3 Sport Challenge Yrs R/1 https://youtu.be/UVqNkJpe0DI 3 Coordination Tests Yrs 2/3/4 https://youtu.be/ceGr-dOnW6I HIIT Session 'Among Us' Yrs 5/6
How have we adapted our practise during the first three weeks of term to improve our provision?	The school has adapted the practise to include: <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). • 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. 	
How are we adapting our remote learning offer to reflect different age	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	Appendix A EYFS timetable Phonics: https://tapestryjournal.com/s/muswell-hill-primary-school/memo/4553?page=4 Maths:

<p>groups within the school?</p>	<p>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>https://tapestryjournal.com/s/muswell-hill-primary-school/memo/5612?page=2</p> <p>Child responding: https://tapestryjournal.com/s/muswell-hill-primary-school/observation/5921?children%5Bchild_id%5D=188</p> <p>Characteristics of Effective Learning: https://tapestryjournal.com/s/muswell-hill-primary-school/memo/5883</p> <p>8/11 Children with EHCPs are attending school.</p> <p>12 children attending for additional tutoring sessions away from other bubbles.</p>
<p>Approach to Learning</p>		
<p>What pedagogical techniques teachers are</p>	<p>The teachers are using a combination of techniques including:</p> <ul style="list-style-type: none"> • Meta-cognition • Retrieval practice 	

<p>using to ensure pupils can learn effectively?</p>	<ul style="list-style-type: none"> • 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>HEP partnership working 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>https://app.seesaw.me/pages/shared_item?item_id=item.9da4f731-2c76-49de-9726-28cd295a4c73&share_token=VQGlnj9wS0iyinc5WvpwOA&mode=share</p> <p>https://app.seesaw.me/pages/shared_item?item_id=item.fc8f3707-7357-40ea-9778-cc65fb8ffeac&share_token=Ufg2_3zmQ4mRZhcFgVgi4A&mode=share</p>
<p>How is new leaning 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>Feedback: https://app.seesaw.me/pages/shared_item?item_id=item.0b233f50-7384-45c6-8d50-a9b9121fc105&share_token=xEQcL2yoQK66V-CIJ21htA&mode=share (example of a child asking for support)</p>
<p>What research have leaders and teachers used to inform the</p>	<p>Rosenshine’s Principles Tom Sherrington’s Walk Thrus</p>	

<p>schools pedagogical approaches to support pupils to learn well when learning remotely? E.g. Rosenshine’s Principles</p>	<p>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 COEL</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</p>	<p>https://www.loom.com/share/25d9202bc7ca47c08d5b484324419ae5</p>

	off or if not present contacts with concerns on the same day. Reduction of admin for teachers.	
<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 met- 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>	
Support		
<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</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>8/11 SEN children with EHCPs are attending on site. (3 having contact via Zoom sessions or regular calls with their support teams)</p> <p>13 other children attending tutor groups.</p> <p>3 children are receiving online Zoom tutoring 1:1.</p> <p>5 parents turned down in school support.</p>

<p>groups to learn successfully away from the classroom?</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><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>Teachers are providing differentiated learning activities.</p> <p>The school is conducting SLT, Phase Leaders and Subject Leader monitoring.</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.</p>	<p>Exceptional maths:</p> <p>https://app.seesaw.me/pages/shared_item?item_id=item.bfb9d10d-f3cf-4229-8939-48cc9218a675&share_token=bE0JKotLQwg21icl4bd8IQ&mode=share</p> <p>3 children where this had been stated were not doing the work the teacher had set. Teachers and school already followed up but need to continue over next few weeks to check feedback received matches the challenge required.</p> <p>Some difficulties with Maths are the misunderstanding of some who feel higher number calculations are more challenging as opposed to the mastery national curriculum requirements of depth and breadth.</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</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>Hector's Exploding Head - a parents mindfulness bedtime story</p> <p>https://www.youtube.com/watch?v=vKlxPKhH5uw</p>

<p>of the school community?</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 line, 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 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 3 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 like in</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>The school made phone calls and home visits, to families where engagement was not as full as others.</p>	<p>9 in KS2 low engagement, 2 KS1 need support – home visits and SLT to contact home or relevant professionals 22/2/21.</p> <p>48 children flagged as little or no engagement. SLT Inclusion meeting 10th Jan 21. Agreed contact follow ups.</p>

<p>terms of volume of uploaded work? What are we doing to ensure learning for the children who are not engaging?</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>As of 1st Feb: 9 being monitored but have contact with all. 1 planned referral to safeguarding but child now being tutored remotely by Inclusion Manager. 2 have FSW and meeting this week. 1 family had professionals meeting but child attending school.</p> <p>Parents not accepting tutoring or 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>There are two children who we are working with to up level their engagement (Y1 - child will come in one day a week, EYFS - will supply a device).</p> <p>There are 3 children across the school that have not attended any sessions. 1 child is a sibling of one of these children is also causing concern. 2 families.</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 has provided 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 reflective and are resilient, pro-active practitioners.</p> <p>All teachers have gained confident 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 were necessary.</p>	<p>Some Individual Responses:</p> <p>Teacher 1</p> <ul style="list-style-type: none"> • Whole-class video feedback/reteaching/addressing misconceptions. I usually do this in the afternoon a few times a week and I think it's worked well. • I think the first week of literacy on The Storm Whale (the poetry week) seemed to be popular and it suited home learning. Nice and self-contained week-long unit <p>Teacher 2</p> <p>Feedback - developing potential to give effective feedback on Seesaw to motivate and challenge (parents comments affirm this). Using individual typed responses, voice recordings and videos to give both personalised and whole class feedback.</p> <p>Teacher 3</p> <p>I do feel like I've been able to maintain much more of a bond with the class during this period of home learning than the last, which I think will be really positive for when we return to school.</p> <p>I'm beginning to find the best ways to adapt to the needs of different children to give everyone as best support as I can, without actually being there to help.</p> <p>Teacher 4</p> <p>I'm pleased with the way we have adapted our planning and teaching online so rapidly in response to parent feedback or our own perceptions of how Zoom lessons and videos have gone... it's like re-learning how to be a teacher all over again and we've improved a lot!</p> <p>Teacher 5</p>

		<p>I am proud that I manage to keep my class engaged though Tapestry and I can genuinely see good progress. I have good communication with parents and they seem happy with what we give them (I think..).</p> <p>Teacher 6</p> <p>I am proud that an initial gut feeling to ensure the children still had a sense of belonging has developed my practice massively and more importantly had a positive impact on the children in my care. Although this time has been incredibly tough, it has also really brought to light my why. I know I have a long way to go in terms of my 'management' of people and developing initiatives within school on a leadership level, but I am also starting to recognise that my practices have helped to inform some school wide work.</p>
<p>How does the school's remote learning approach compare with other schools in the area?</p>	<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>	<p>See Appendix for further details.</p>
<p>Are there other approaches / systems which are working well</p>	<p>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.</p>	

elsewhere which the school could adopt?		
<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 EEF – remote learning • Refer to Autumn and Spring Term’s 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 • 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 	
How many hours a week are staff working by comparison to a ‘normal’ year?	<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</p>	

	<p>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 are clear it is independent/extra activities not for teachers to respond to. Teachers can put activities anywhere, the staff in school just need the timetable on Friday so they can prepare for Monday morning.</p> <p>Teachers to be clear on timetable when it is there 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 EAP, 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>	
How is the school enabling staff to do their jobs?	<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: 1/2 & 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 such small groups in</p>	

	school 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.	
What are the levels of attendance by contrast to April-June 2020 and what impact is this having?	30 -45 children attended over the first lockdown Currently 105 children attending over the week in one of the 5 bubbles and within the tutoring groups. (110 next week) 25% of the school.	
Parental Concerns		
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 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"> <input type="checkbox"/> Clarity of expectations <input type="checkbox"/> Comms with parents as to how much support they need to provide 	<p>20 responses indicate less than 1 hour per day spent on schoolwork. 20 response indicate do not access SeeSaw etc. 10 responses indicate that significant struggle. 27 responses indicate in Yr3-6 cannot work independently for any lessons. 20% think too much work per day. 8% think too little work per day [based on converted date] 62% right amount per day. Activities per day – currently 5 per day 100 responses indicated preference is for 3 or 4</p> <p>Consider prioritising 3-4 out of the 5 (i.e. core curriculum).</p> <p>Consider a half hour physical activity per day.</p> <p>Only 5 responses wanted more activities per day. 25 responses / 9% indicate negative response to whether the school has responded to concerns about remote learning.</p> <p>35 responses / 14% not happy with contact and support getting from staff [5 of which are now attending school as key workers]. - 8-10 people want more Zoom / live sessions desired Plan to do 1 live contact per day. Range and variety of learning activities 7% disagree 50 responses / 19% think activities are not sufficiently challenging.</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Daily live sessions – flexible for social / reteaching based on teacher’s assessment of best use <input type="checkbox"/> Prioritisation of 3-4 activities out of the 5 set <input type="checkbox"/> More physical activity <input type="checkbox"/> Workbooks to help relieve screen time <input type="checkbox"/> 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. 	<p>Mandi to check who these are. 10% don’t consider the school cares about them / child and needs.</p> <p>Mandi to investigate further. 10% feel child cannot get help/feedback with work. 4% think no feedback provided.</p> <p>Have adjusted SeeSaw settings to enable parents to message teachers. 6% don’t think they can do all the work with the technology at home.</p> <p>Claims needed printers – not clear that the work being set requires a printer.</p> <p>Everyone previously stated they had a device or were provided with one – Mandi to explore what is restricting access.</p> <p>Maths workbooks would provide some off-screen time to supplement the workbooks. Literacy, Maths and Reading are the subjects where a few children were struggling. Oak already identified to be removed for younger years literacy. 7% children do not like the live connection sessions.</p> <p>Teachers trying to make the sessions interactive to bolster social connections, rather than for face to face teaching. Some will use additional sessions for focus on areas that need additional support. 25% disagree video with voiceover 5% responded that no feedback on learning</p> <p>Will explain more about which things will be deep marked and which are light marked – to reflect the way feedback is given in the classroom.</p> <p>In classroom would have 1 literacy, 1-2 maths activities which would be deep marked. Exceeding this at the moment remotely. 13% not motivated to do online learning tasks. Mandi to investigate the 29 who may need intervention.</p>
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		<p>6 disagreed that child was benefitting from a personalised approach (who are SEN / additional needs etc).</p> <p>100 responses, 40% feel child cannot stay in contact with their peers. Indicates that reduced social contact outside of school. Mandi to encourage study buddy via Zoom etc.</p> <p>Daily live session to help.</p> <p>Approved Zoom rules</p>
<u>Catch Up Provisions</u>		
<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><u>Refer to the section - Autumn Summary 2020-2021</u></p> <p>Returning to school in September 2020 with wellbeing in mind.</p> <p>EYFS:</p> <p>The main observation to date is that the children are very young but there are fewer children with complex needs. This may impact on the end of year assessments, but we feel confident over the years they will accelerate their development by the time they reach Year 2.</p> <p>Y1: Across the curriculum there are 4 learners causing concern. 1 child is a Disadvantaged learner with limited engagement and attendance over lockdown, being monitored for attendance – vulnerable. 1 very young EAL – maybe underlying SEN, 1 vulnerable and 1 EAL. Teachers to raise concerns at parent meetings.</p> <p>Biggest predicted changes link to children achieving higher than predicted in Spring 20. This reflects early development changes.</p> <p>The range of attainment, language and communication, social and emotional needs and social development is amplified in Y1.</p> <p>Y2</p> <p>9 new children to the year group from September – 6 EAL & 3 WB. (7 from overseas -2 early stages of English, 4 proficient English of which to build learning from, 1 English speaker returning from abroad) 2 in-school transfers.</p> <p>2 girls have lost ground across the whole curriculum and should be at EXS. Teachers to raise concerns at parent meetings – possible links to work-load during lockdown, anxiety and parental choices about what was expected over LD. Absence of reading input possible contributor.</p> <p>Y3</p>

		<p>2 new children to the year group from September (1 in school transfer February 20)– both low achieving and possible SEN, transferred from other Haringey schools</p> <p>Y4</p> <p>3 new children to the year group from September – 1 EAL new arrival, 1 out of London transfer – very vulnerable, 1 transfer from home schooling also vulnerable due to MH needs</p> <p>Y3/4 Progress shifts within this year group across Reading and Maths in particular. Impact on some SEN children. No impact on Disadvantaged children. Reading impact on threshold children.</p> <p>Y5</p> <p>3 new children to the year group from September – 1 EAL new arrival, 1 out of London transfer – very vulnerable, 1 transfer from home schooling also vulnerable due to MH needs</p> <p>Y6</p> <p>3 new children to the year group from September – 2 EAL new arrivals from overseas, 1 in school transfer EAL child. All settled in really well. Very few changes across Y6.</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> <ul style="list-style-type: none"> 7% lost ground in reading 4% lost ground in writing 6% lost ground in maths <ul style="list-style-type: none"> 7% made accelerated progress in reading 8% made accelerated progress in writing 6% made accelerated progress in maths 	<p>The impact on disadvantaged learners is more apparent in Y5/6. The impact on SEN learners is more apparent in Y3/4.</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 could we do less of when teaching remotely?</p> <p>E.g. writing stamina, handwriting, longer play and social time, performance/sharing and assemblies, learning to eat in the dining hall.</p> <p>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.</p> <p>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.</p>	

	<p>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 WT 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>	

	Pupil progress meetings still occurring – Spring 1 all vulnerable groups discussed and checked in on with monitoring actions or provision where required.	
<u>School Vision 2019-2024</u>		
How are the school values of respect, integrity, resilience, curiosity and creativity being reflected through remote learning?	<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 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.	https://app.seesaw.me/pages/shared_item?item_id=item.e208630a-2fda-42bd-bf75-8439ed48c72d&share_token=eHf_Co_uTzepndLnwCQCoQ&mode=share

<p>2. You will understand how you learn best, you will learn from your mistakes and how to persevere.</p>	<p>How to learn to ride a bike / Characteristics of Effective Learning.</p> <p>Self-editing on SeeSaw to correct mistakes.</p> <p>Choosing own methods and approaches to problems across subjects.</p>	
<p>3. You will know what it feels like to be motivated to be good at something, and to have achieved your very best.</p>	<p>Immediate feedback links:</p> <p>Published work, class blogs within SeeSaw. Shout outs from teachers, parents/cares and staff celebrating your learning online.</p> <p>Newsletter to publish work, art gallery website.</p>	<p>E.g.: https://mhpsmasterpieces.wordpress.com</p>
<p>4. You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.</p>	<p>Feedback every day from their teachers and SLT at differing times over the weeks. Voice notes. Golden learners.</p> <p>Shared examples of learning across all subjects. Children making own videos and explanations of their learning and posting back to teachers.</p>	
<p>5. You will have grown healthy and strong, and you will know how to look after your body and your mind.</p>	<p>New catering contract commenced 1st January 21.</p> <p>Wellbeing Wednesday from Children’s Mental Health Week</p> <p>PHSE curriculum taught weekly.</p> <p>Children’s Mental Health week 1st Feb 21 – focused learning.</p> <p>RSE – Relationship Education missed from Spring and Summer 20, caught up and taught in the Autumn Term.</p>	<p>https://assets.seesaw.me/us-2/5/1/f/1/5/1/51f151dc-310f-413d-ab94-e0bffc9ccf15.pdf:::1608816450:::7776000:::48kZPV3lCxdS3wvl5m5SxAZrEEaZ-mUEkMvPoQHxp2_Aj5XsrVaJPOQsHdELMVRQyvDZZ9thdLYI73cDe4vlqQ.pdf</p>
<p>6. You will know friendship and will have</p>	<p>Autumn 1 – focus on togetherness, friendship, kindness, sense of belonging. Whole school text to start the year.</p>	

<p>learned how to get along with other people.</p>	<p>Plans to end the year in the same way by the same author.</p> <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>	
<p>7. You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.</p>	<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>	
<p>8. You will feel part of your community, proud of your school, and inspired to make a difference.</p>	<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>	<p>https://app.seesaw.me/pages/shared_item?item_id=item.e2255fba-fc97-44f1-ba41-095314f9ad1f&share_token=MJLZu11uRZ-Zr0z_4ydrxQ&mode=share</p>

<p>9. You will leave Muswell Hill with lots of good memories and be the best version of yourself you can be.</p>	<p>Activism projects – published poetry books. Making films and online performances. Y6 Philosophy lessons, Y5/Y2 Forest School, Y4 instrument lessons</p>	
<p>How is the school meeting its aim/mission to ensure children’s voices being heard?</p>	<p>Pupil feedback on SeeSaw. SRE scheduled pupil voices this term. Rights Respecting School council – online meetings. Leading review for RL. 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.</p>	

Department for Education: Review your remote education provision

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.

Leadership

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

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

				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>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>		Need to update new policy but previous one with presentation, policy and voice over provided.	5	<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>
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <p>understanding the impact on staff workload and how to mitigate against it</p> <p>staffing changes</p> <p>having access to appropriate management information (such as staff and pupil</p>				<p>GOV.UK provides the following guidance:</p> <p>recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</p> <p>actions for schools during the coronavirus outbreak</p> <p>remote education good practice</p>

sickness and absence data) to help the school respond to changing contexts				
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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.

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:</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>We might not know everyone but week by week some hidden needs come to light</p>	<p>4/5</p>	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <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 to plan, monitor, and evaluate specific aspects of their learning.</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>Some non-screen time in development</p> <p>Maths books from 22/2 & phonics</p> <p>https://whiterosemaths.com/parent-workbooks/</p>	4	<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 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>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.</p> <p>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>Some staff are coaching and modelling for parents how to support at home or zoom remote teaching children themselves where concerns remain.</p> <p>Videos modelling phonics, reading with your child, maths approaches – EYFS Leader.</p>		4/5	<p>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.</p> <p>The guidance on actions for schools during the coronavirus outbreak 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>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>Weekly feedback via leadership chain and follow up work by AHTs, safeguard leads.</p> <p>Included home visits, calls home, contact with parents/carers.</p>	<p>Finding the balance as to when to be flexible and adapt to parent's needs and when it is a concern.</p>	<p>4/5</p>	<p>Advice on how schools should monitor engagement is highlighted 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>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>5</p>	<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.

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>5</p>	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

<p>Key stage 2: 4 hours a day</p> <p>Key stages 3 and 4: 5 hours a day</p>			
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>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>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <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>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 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>GOV.UK provides:</p> <p>guidance on accessing and buying resources for remote education</p> <p>resources on remote education good practice</p> <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</p>

				schools - free for any pupil with dyslexia or visual impairments.
<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.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>				<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>				<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</p>

				platforms and resources , including for children with SEND.
<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.</p> <p>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.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>				<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 professionals on augmentative and alternative communication technology to support pupils with SEND.</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>	<p>Meet NLC headteachers meet weekly and have done since March 20</p> <p>Digital Leaders meeting across NLC</p> <p>Y6 Phase Leader – sharing practice with IOC and trainee teachers</p>	<p>Digital Leader to work with NLC – now online email links rather than meetings.</p> <p>HEP have put together a website with exemplary practice – need to share</p>	4/5	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> 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

				<ul style="list-style-type: none"> • 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
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Communication

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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> <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>Need some more guidance for target teachers – links possibly more with younger children</p>	4	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <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).</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>	<p>Whole school and class projects</p> <p>Black History Month</p> <p>Winter Festival of Light</p> <p>Online/zoom parent consultations including My Plan Meetings</p>	<p>3 Zooms to 5 Zooms a week from 22/2/21</p>		
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Safeguarding and wellbeing

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>	<p>See safeguarding addendum Appendix D</p>			<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>
<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>	<p>As above</p>			<p>GOV.UK provides guidance on: safeguarding and remote education during coronavirus (COVID-19) teaching online safety in schools</p>
<p>Wellbeing</p>	<p>Weekly news, Zoom sessions and children monitored by SLT</p>			<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</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.	Case study: Liz to record.			
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	DPIAs Zooms	Staff to ensure they record live sessions		GOV.UK provides guidance to support schools: with data protection activity , including compliance with GDPR to be cyber secure
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.		Refined rules to support staff Introduced via school council and with staff this week		GOV.UK provides guidance on behaviour expectations in schools.

Sources:

Department for Education website:

[Remote education good practice - GOV.UK \(www.gov.uk\)](#)

[Review your remote education provision - GOV.UK \(www.gov.uk\)](#)

Ofsted website:

[What's working well in remote education - GOV.UK \(www.gov.uk\)](#)

Haringey Education Partnership

School Vision 2019-2024

Muswell Hill Primary School Blended Learning Policy and Practice

Method:

Questions compiled by Muswell Hill Primary School Governors.

Interviews conducted with Mandi Howells between 29 January-3 February 2021.

Report finalised by Muswell Hill Primary School Governors 16 March 2021.

Local Schools:

<p>OLM Primary School</p>	<p>OLM – Google Classroom, Tapestry and Zoom in Nursery 3 live a day - Maths, English Phonics/Reading. Live teaching or there may be an element where a video is signposted to watch before lesson but this is generally personalised and focus upon modelling after this. This is recorded so that it can be watched at any time -particularly useful for EYFS/KS1. Children targeted to stay on sessions with teacher or meet at another time. PM – Wider Curriculum - Set independent tasks Weekly staff meeting to review, share ideas, develop practice</p> <p>Mote was a really good feature - allows for personalised verbal feedback, saves time typing! - Using Oak Academy to support teaching – children watching clips before or after, live teaching session. - If have support staff available, using them for 1:1 reading, support on work for that lesson, or to arrange small group learning/interventions on Google Meets at separate time. - Mentioning children's work the next day e.g. name a handful who did well/lots of effort, mention comments/things people made in work from their work "<i>lots of children said that....</i>" "<i>I saw some amazing adjectives like X, Y Z</i>" "<i>A, B, C put lots of effort into their line graphs work yesterday</i>" - Gallery of artwork - create pdf/slideshow so children can see each other's work</p>
<p>Coldfall Primary School</p>	<p>Coldfall – Google Classroom 1 live teaching session a day. Afternoon has pre recorded topic lesson. Maths - White Rose - found to to be really consistent Teachers getting more confident – sharing links and recordings. This means that you can signpost recordings to other teachers Zoom conferencing with up to 10 children Approx. 2 a week – allows to address misconceptions etc Timetabled by year group to avoid clashes Feedback - work is acknowledged and zoom conferencing allows to follow up this</p>

	<p>Live session may be 40 mins which includes a 15 min lesson. All cameras and speakers are turned off but teacher is there to ask for help. There is then a plenary at the end</p> <p>Mote recommendation. We've given our staff the option to use it and those that are say it is saving time. Feedback from their pupils is good.</p>
St Martin of Porres	<p>St Martins' – Google Classroom</p> <p>GC Assignments 3 times a day. English, Maths plus one other. Daily physical activity</p> <p>Live lessons developing</p> <p>Recorded and online sessions</p> <p>Marking on GC - there is a private comment section</p> <p>St Martin's have introduced daily Zoom lessons for half an hour to model key concepts/address misconceptions/safeguarding catch-ups. These are going very well.</p>
Rhodes Avenue	<p>Rhodes – SeeSaw</p> <p>3 Zoom live teaching sessions 8.45 Register and checking in, showing work on See Saw. A varied approach used depending sometimes upon the teachers experience e.g. if and NQT.</p> <p>HT sent out a simple survey - WW, EBI</p> <p>Parents asked if things could be uploaded in advance, Positive feedback about it but a bit too much - some parents feeling overwhelmed</p> <p>Q - Giving feedback to children – Use of audio on phone, annotating on the screen, children marking their own work at times, producing additional guided for children who are struggling</p> <p>Seesaw – allows you to schedule lesson, calendar functions, parent like things uploaded earlier but due to the way it works , it can make things harder to find</p> <p>To mute or unmute ? No real answers to that one</p> <p>LOOM – to use voiceover/feedback with face in corner – could use it like a gallery critique</p> <p>Think about your user – what does it look like to the child – go in as a pupil and see. If you log in as a pupil it may not meet be what you expect</p> <p>Voice recording on Seesaw – GC now has this as well</p> <p>Challenge for the most able – and support for those struggling is working but looks different across year groups. Those who are SEN/ significantly academically behind are having 1:1 on Zoom with teacher or experienced TA.</p> <p>Challenge and differentiation – separate teaching times (Maths or English delivered in two input slots – differentiated input – Year 5.</p> <p>Year 6 – whole class video for Maths and then open Zoom drops in's for those that do not understand the lesson or misconception from the previous days learning</p>

	<p>Year 1 are doing something pretty similar – they are live on Zoom all morning – and then work with groups throughout the session</p> <p>Listening to Readers – 1:1 reading in Year 1 – group Reading in Year 2 and also asking the children to record themselves read – the teachers then record questions for understanding back to the children.</p> <p>Next half terms topics and subjects are being reviewed for ease of teaching remotely.</p> <p>Resource packs are being created for subjects like art, D&T and science and collected by parents from the office in designated time slots.</p> <p>Some classes have tried new quick fun activities to keep up morale including: Onesie day, coloured clothing theme day (eg yellow theme etc) toy/ teddy bear disco including musical statues and dance offs - the children enjoyed it and this was super inclusive for those who don't dance.</p> <p>Language Nut for French has been working well when the children have been less inclined to watch the video prepared by the teachers- it also allows free access to other languages too. Some students have made massive progress in other languages including Vietnamese (in a non-Vietnamese household!).</p> <p>LGFL Busy things has been positive throughout the school - a simple video guide made by staff has allowed much of the ICT curriculum to be taught from home across the school.</p> <p>Sport - prepared videos and live Zoom classes led by our Sports Lead alongside the weekly challenges linked to the London Virtual games has been well received. Each of the weekly challenges is 30 seconds long - this week is the 3-metre shuttle run: https://www.londonyouthgames.org/virtual-games/lyg-school-games-fitness-challenges/</p> <p>Additional video guides to support parents using Seesaw to unlock all its features e.g. squared paper, responding with video/ audio/ removing activities etc.</p>
Blanche Nevile	<p>Since September 2020 Blanche Nevile secondary school has been using Google Classroom to follow the school timetable.</p> <p>Teachers upload work sheets related to their topic areas, three subjects a day, which pupils work from at home. This has proved very successful and the pupils are now used to working this way and can follow the school timetable.</p> <p>Many of Blanche Nevile pupils use British Sign Language to communicate as they are deaf, and therefore teachers prepare work sheets which they upload along with pre-recorded signed video clips explaining the work for the pupils to follow at home.</p> <p>When pupils have completed the work they return it to school for marking and feedback which is added onto the work sheets as necessary.</p>
Tetherdown Primary School	<p>Tetherdown – Teams</p> <p>Mixed approach - Live lessons, Assignments with work submitted.</p> <p>Online at 5 times a day – 15 minutes register and tasks. 3 relatively short sessions Maths and English in the morning and another subject in afternoon. Meet at end of day.</p>

	<p>Staggered timetable for siblings who may be sharing devices Mixture of video and live but live seems more effective White Rose maths – discussion about effectiveness of videos – mixed views on this from schools using them. Some schools feedback was that children missed the teacher input/perspective</p>
St Michael's CE Primary School	<p>St Michael's –Google Classroom KS1 3 live sessions. Teachers stay on while children work, to answer questions Non-contact session on a Friday. KS2 slightly different. Use of Google Docs – good for instant feedback and live collaboration . Q – Do typing skills inhibit this – Yes could potentially be a problem Live more useful as it provides instant feedback. The children enjoy seeing each other. Q about engagement – generally good Q about barriers – can be difficult if siblings share devices. Recording of live lessons makes them available. Q about marking – 4 pieces have a deep mark each week with next steps. The rest is acknowledgement</p>
Eden Primary School	<p>Eden Google Classroom in KS2, Seesaw EYFS/KS1 A check in at the start and end of the day. 1 live lesson and 1 recorded. Small groups/interventions on Zoom Seesaw and voice recording has been helpful Phonics is pre recorded Feedback has been mainly positive Q – what is everyone doing about reading? Librarian in school 2 days a week - if children are identified e.g. PPG or by teacher, the librarian prepares a pack of books which is then delivered to the house. Oxford owls – purchased version 400 books online including RML Collins purchases (£1000k?) – All e books and colour banded. Each child has their own book shelf E Books n Twinkle Accelerated reader programme MION Ready Eggs Definitely found using SeeSaw for Reception and Key Stage 1 has been significantly better and more engaging for the children than previous remote learning with Google Classroom.</p>
St James' Primary School	<p>St James - Google Classroom Outline uploaded night before - Timetable for the day. PPTs have voice over - easier than recording the live teaching</p>

	<p>AM - Maths and English Lessons – they may have an introduction , watch a video and then do the work .Teaching is done but session is left open with mikes off and cameras off so that children can ask questions /get help from the teacher. – sharing examples of children’s work is motivational</p> <p>PM – 2 lessons e.g. PE and history. 1 live, 1 ppt. Every afternoon lesson has a recording but not necessarily a recording of live teaching, it may be ppt and voice over. Check in session at end of each day Being available in morning sessions allows for a lot of feedback /interaction - so small groups not really needed Tick system for feedback</p> <ul style="list-style-type: none"> • Live feedback for the children: ability to target questioning and give specific guidance in live groups or to specific children during independent work on Zoom. • Collating examples of children's work as a whole school to be sent out in the newsletter or used as demonstrations to increase engagement and recognise hard work. • Using live (carefully managed) Annotations while Screen Sharing to help children engage with the learning in different ways • Clearly structured daily timetable with a check-in at the beginning and end of the day
Hollickwood	<p>We have found YouTube a really useful resource to help keep in touch with our children. Children have liked hearing their teachers voice over the ppt. At Hollickwood we have been using Tapestry and PurpleMash both have been really successful. The internet sim cards have been really helpful engaging hard to reach parents.</p>