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**College Town Primary School**

 **Monitoring Provision for Remote Learning** 21-01-2021

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| **Grade Descriptors** | **Evidence:** *‘Be the best that you can be’* |
| **Quality of Education****Intent*** Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
* The provider’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
* The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
* Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary

**Implementation*** Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
* Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
* Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
* Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
* Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
* A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge

**Impact*** Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
* Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.
 | * An immediate remote curriculum is available for children to access at individual, class, or whole year group level, this was in place well within Department for Education time scales
* Senior leaders have constructed a detailed and engaging curriculum for children to access remotely, including all core and foundation subjects, to ensure access to the full curriculum
* All pupils have access on a daily basis to meaningful and ambitious work across a range of subjects
* The curriculum has been evaluated and planned against NC guidelines and is closely matched to the schools existing curriculum. It is sufficiently sequenced so that children are able to build and develop knowledge and skills
* Senior Leadership and Subject Leaders, have been closely involved and are responsible for evaluating their subject and monitoring the impact of teaching on pupil progress
* In a remote learning situation, those in school and at home, have access to and are taught from the same curriculum plan
* Disadvantaged, SEND and high needs pupils are supplied with home learning packs and specific children are taught remotely by the SENCO
* The school provides printed resources, such as textbooks and workbooks, to support pupils in their remote learning e.g. CPG textbooks for English, Maths, Phonics
* As part of SLT role the SENCO, monitors provision for all groups of vulnerable, SEND and high needs pupils and monitors those receiving additional provision
* Teachers present subject matter through twice daily, live teaching sessions. They explain the learning tasks, mark work completed by children, then systematically provide clear, verbal and written feedback to the class and to individuals, in a live teaching session later in the day
* Learning is adapted and misconceptions addressed in response to pupil feedback in live teaching sessions and through emails to teachers. This allows teachers to adjust the pace in response to questions/pupil work, and helps them revise or simplify explanations
* Content is well chosen and well organised so that approaches are systematic across the school. This ensures new knowledge is memorised and contributes to long term learning.
* Resources and materials have been carefully selected so as to ensure teachers are able to focus on delivery of the curriculum. Online tools are used consistently and staff have been trained to use them to allow interaction, assessment and feedback
* Reading and the teaching of phonics, has been continuously evaluated against National Standards by senior leaders and the English Lead. Teachers read to children in remote sessions, assign books for children to read linked to current stages of reading (using Bug Club), deliver precise Guided Reading lessons. Whilst KS 1 and EYFS provide live phonics sessions for children to access remotely. Leaders have ensured that materials are well matched to the phonic stage children are working at. In addition, SLT have taken responsibility for 1:1 teaching of KS 1 children that need additional support to make progress in phonics learning
* Lead by SLT, all class teachers are held accountable for pupil progress and for monitoring and assessing the children in their class in a remote learning context. Teachers are expected to offer 1:1 tuition to those children at risk of not meeting ARE standards and this is monitored by SLT dropping into all live teaching sessions
* Teachers gauge progress through curriculum, using questions and other suitable tasks and expectations are clearly set on how regularly teachers will check work, which is then communicated to parents
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| **Behaviour and Attitudes*** The provider has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct
* Learners’ attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
* Learners have high attendance and are punctual
* Rrelationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do The education inspection framework May 2019, No. 190015 11 occur, staff deal with issues quickly and effectively, and do not allow them to spread.
 | * The Acceptable User Agreement gives clarity about conduct and behaviour for remote learning
* The Remote Learning Policy ensures that there is a consistency of approach across the school community and that training has been completed to ensure this
* The policy ensures that all groups of staff are clear about their role and makes clear that all staff have a responsibility for safe-guarding children in a remote learning community
* There are systems in place for staff to monitor children’s safety and well-being through remote learning. Concerns are shared with the Senior Leadership Team and with the Pastoral Support Lead
* There are clear lines of responsibility for dealing with specific issues e.g. behaviour, SEND, safe-guarding, data protection, including keeping devices secure.
* Policy and procedures are shared with the governing body to support them in their role of monitoring the school’s approach to providing remote learning to ensure education remains of a high quality. They ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons and that staff workload is appropriate and manageable
* Feedback from parents, children and staff is consistently monitored and reviewed, to ensure that learners attitudes and experiences of remote learning are positive
* Teachers take a register twice a day to monitor attendance and make contact with parents when children are persistently absent or not sending completed learning to be marked. SLT and the school office monitor and gather data around attendance to ensure children are included in the learning provision
* Relationships amongst staff and children are positive, both in and out of school. Leaders ensure through daily monitoring, that all staff adhere to school policies around bullying, abuse and discrimination
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| **Personal Development** * The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents
* The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
* At each stage of education, the provider prepares learners for future success in their next steps
* The provider prepares learners for life in modern Britain by:

 − equipping them to be responsible, respectful, active citizens who contribute positively to society − developing their understanding of fundamental British values − developing their understanding and appreciation of diversity − celebrating what we have in common and promoting respect for the different protected characteristics as defined in law | * The school has thought carefully about provision beyond the academic curriculum and shares resources with parents that will enable children to be active, and involved in a range of experiences related to their well-being and mental health. These include: PE challenges, Just Dance Activities, Berkshire Virtual Primary School Cross Country Challenge, Feel Good Friday sessions- where children are encouraged to go outside and pursue a hobby
* The staff act as good role models in their virtual teaching sessions and create a forum to keep in contact with their class and for children to keep in contact with each other. Positive feedback and encouragement is given both verbally and in written form.
* For children with additional needs, teachers are offering 1:1 tuition to support these children in their all-round development
* Expectations and standards are high across the school, with a focus on teachers supporting children. Teachers reach out and contact children who are struggling with remote learning and immediately offer a range of support e.g. regular 1-1 contact via email or a phone call, sending work weekly, regular check-ins via email to see if there are any barriers to the child completing or accessing learning
* Supporting parents and children’s well-being. The school has recently purchased a new resource to support families that shares simple but effective strategies to ensure good mental health. The resource is called a ‘Mindful Journey for  Parents and Children <https://www.mindfulbrain.co.uk/a-mindful-joruney-parents-children>
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| **Leadership and Management*** Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
* Leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time
* Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling
* Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services
* Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload
* Leaders protect their staff from bullying and harrassment
* Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training
* Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding, and promoting the welfare of learners
* The provider has a culture of safeguarding that supports effective arrangements to: − identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation − help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help − manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.
 | * Remote Learning Report was submitted to Governing Body (Oct 2020) detailing activities SLT, Curriculum Lead and Lead Practitioner had completed from July 2020 - Oct 2020 in preparing and developing remote learning provision for any future lockdown
* College Town evaluated it’s quality of provision for remote learning in response to Ofsted pilot visits to schools feedback and through remote learning guidance from DfE (x2 papers)
* A summary of all government guidance for remote learning produced and College Town was policy linked to this
* Remote Learning Policy created by SLT before October 22nd deadline. Then shared with staff, parents, governing body; thus ensuring decisions and practice, were driven by a clear, well thought out policy, with shared values and practice
* An early case of a Class Bubble being sent home due to a case of Covid-19 within the class and the resulting switch to remote learning, enabled the school to trial and evaluate the strengths of our policy and to make minor amendments
* By October 22nd 2020 all information was uploaded on to the school website under a new **Remote Learning Section.** This contains:
* Acceptable User Agreement to ensure safe-guarding procedures are followed
* Letters to parents explaining our procedures
* Smartphones and Tablets- explaining how to download Microsoft Teams
* Remote Learning Statement- explaining our tiered approach (Individual, Class, Year Group Plan) for remote learning, the times teachers will be available on Microsoft Teams, provision for SEN pupils
* Examples of remote learning provision timetables describing curriculum learning
* Links to essential websites to support home learning – book marks sent home with all log-ins that children might require
* SLT and the Curriculum Lead meet weekly to review and amend the remote curriculum in response to pupil, teacher and parent feedback. Changes are implemented and communicated rapidly to all staff taking account of the main pressures on them and being constructive in the way that staff workload is managed
* There is a clear system in place for close supervision and support of NQT staff, so that their induction year and assessment continues in line with guidance from the Teaching Regulation Agency
* SLT collect data around the children taking part in remote learning and the percentage of these that are receiving personalised and adapted teaching support. Children that need help have been clearly identified, including those that are vulnerable or at risk
* The Head teacher engages regularly with all those in the school community including – where relevant – parents, carers, employers and local services to ensure that people are informed about developments and changes to the circumstances that schools are operating in. Staff understand the procedures that have been put in place to keep them and children staff
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