



Department  
for Education

# Review your remote education provision

Schools

January 2021

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## Summary

This framework has been produced to support schools in England to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

## Who this publication is for

This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.

## Aims of the framework

This framework aims to help MAT leaders, school leaders and governors in England to:

- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

## Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the [schools' guidance](#) and the [COVID-19 guidance for FE providers](#). Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit your school context.

The framework differs from the [remote education template](#), which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

## Using the framework

You can work through the entire framework to identify strengths and areas for improvement in remote education with your senior leadership team (taking approximately 1 hour to complete as a group) or focus on specific sections that have been previously identified as priorities.

The framework will help you to have conversations with all stakeholders within the school community (for example, staff, governors, parents) about your school's remote education provision.

The framework can help you meet basic requirements using the resources and tools you currently have (digital or physical), and to take your remote education provision further. School leaders should allocate a score to each statement where possible, identify strengths and areas for improvement, and discuss next steps with members of the senior leadership team (SLT) and governors. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

You can use the framework more than once to adopt practical steps and move from the "identifying" stage to the "sustaining" stage, to embed a sustainable strategy for remote education.

## Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

## Framework

### Leadership

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

### Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<b>Remote education plan</b>  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	Remote <b>provision</b> in place.  Action plan in place for delivery of training to staff and support for staff and students  IT support for parents so the team can remote to parents and support them with any issues.	Staff <b>confidence</b> and competence  (staff learning the intricacies of TEAMS and developing their teaching with it)	3.5	To help develop your remote education plan:  The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools

**Commented [KL3]:** In place very quickly

Using Teams

EdTech used - shared safeguarding concerns etc and identified things to do. Really useful was in regards to assessment / feedback

Clear plan in place  
Responsibilities identified  
Next step plan / proforma for QA

**Commented [KL5]:** Range of staff feedback - sharing good practice

**Commented [KL6]:** Should be a 4  
Clear plan in place  
Responsibilities identified  
Next step plan / proforma for QA

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.
education. 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.	Remote Learning Channel added to Class Dojo so that Parents have a single reference point for any issues.  AHT leading curriculum intent and implementation  The plan for remote learning is underpinned by high expectations to provide quality delivery of the planned curriculum for all and is aligned as far as possible to the school curriculum including provision that meets EHCP outcomes. This was communicated to all staff as we went into Lockdown 3. In Autumn term 2, pastoral and curriculum teams developed	Review the quality of education for those students who are unable to access remote learning.  Amendment to Learning and Teaching Policy to include remote education?  <u>Review quality of learning resources / packs being sent to families so can ensure high quality</u>	4	and colleges, and <a href="#">guidance</a> on how to embed digital technology to support remote education.  GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.  <a href="#">Cyber security in schools: questions for governors and trustees</a> gives guidance on how to remain cyber-secure.  Refer to <a href="#">Oak National Academy for help to deliver a planned curriculum for all.</a>

**Commented [KL1]:** Use The Key resources to develop expectations for teachers. KSLs delivered to teachers, however they have asked for good practice sharing

**Commented [KL2]:** Mixture of what is being delivered by teachers and those delivering interventions (via original provision mapping tool)

Identified additional interventions through teachers using referral forms, managed centrally and feeds back into the EHCP process via new paperwork

**Commented [KL4]:** Training for families for them to support activities towards EHCP outcomes

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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.
	plans to ensure provision could continue should we need to move to remote learning. Links made with Edtech Demonstrator Programme to support the implementation of TEAMS as a remote platform. Expectations of our offer has been communicated with parents and carers.			
<b>Communication</b> Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	( <a href="#">Link to letters</a> ) A Trust letter sent to all staff and parents to communicate arrangements for remote education and what they should be expecting in terms of provision.	Whole school curriculum offer for remote learning (and key stage) to be communicated to parents.	3	Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing

**Commented [KL11]:** Now at least a 4, systems in place including parent forum

**Commented [KL7]:** Governors are aware of remote learning offer

**Commented [KL8]:** Detailed briefing notes shared with staff. Consider a brief set of bullet points at beginning to highlight what being communicated

**Commented [KL9]:** Used Class Dojo etc to share provision and what expected. Made visual for parents

Support through Teams - set up separate groups including tech support and videos

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	<p>Communication has been maintained by:</p> <ul style="list-style-type: none"> <li>Phone calls to all parents by class team and daily monitoring of communication on Class Dojo.</li> <li>Video guides</li> <li>Written guides</li> <li>Class Dojo including Remote Learning Support Channel.</li> <li>Email and phone call support</li> <li>Regular communication with CoG with plans for remote learning, education provision and current offer. Consent forms processed for interventiions.</li> </ul>	To be added onto the website.		<p>updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information <a href="#">about their remote education provision on their websites for parents</a>.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during COVID-19.</p>

Commented [KL10]: On website now

1. Identify	2. Develop and plan	3. Implement	4. Emb ed	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.
<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>Attendance monitoring is one measure of engagement. Leaders are considerate of staff wellbeing and workload and this is a priority for the school, all staff have had risk assessments. There is a plan in place for testing and has been communicated to all staff.</p> <p>Individual conversations with individual staff members to support staff wellbeing to enable them to work during lockdown.</p> <p>Supported all staff to access a timetable that takes into account the additional pressures of childcare and anxieties around being face to face whilst at the same time prioritising and being very</p>	<p>Leaders to develop the assessment of Quality of Education.</p> <p>Exploring a remote staff room.</p>	4	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></li> <li>• <a href="#">full opening for schools: school workforce</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>

**Commented [KL12]:** Face to face time for teachers reduced during the day so that have time to plan / collaborate / meet. i.e. live face to face English and maths by subject teachers and so therefore during afternoon not expected to be live, other teachers will then pick up

Rota in place for staffing on-site - looked at preference for onsite delivery or at home. No member of staff not able to support either face to face or remote

**Commented [KL13]:** New recruits - induction processes still taking place. Supporting PGCE students from Oxford Brooks

New roles / re-deployment

**Commented [KL14]:** Staff absence processes continuing as if in school - support for staff in pace and policies / procedures still continuing. E.g. staff rw and RAs still being completed / updated on return. i.e. staff who may feel anxious due to health requirements have reviewed RAs and identified work that can be completed remotely / change in class grouping/ Staff who are CEV - robust RAs in place, reviewing workload / access to work

**Commented [KL15]:** School using x if accessing remotely. 2 spreadsheets to support / monitor - student 'illness' etc re covid - picked up by FSW. 1 x spreadsheet for attendance / engagement in remoter activities -- teachers monitor and identify need for support / follow-up/ i.e. one students not engaged at all, support given and now engaging Attendance in the pm dips - amount of time on online learning Looking at range of activities to break up

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	<p>clear about what the expectations are.</p> <p>Enabling staff to continue wellbeing groups remotely: men's group, yoga, bake off etc and prioritising school time for this.</p> <p>There is clear timetable of training and expectations to manage staff workload and lots of support.</p> <p>Time – 1.5 hours extra for staff by reducing the school day to relieve pressure. Students start remote learning at 9am and finish at 2.30pm.</p> <p>Planned training schedule to ensure appropriate time given to adapt to new technologies</p> <p>Wellbeing afternoons</p>			

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	Staff absence monitored to ensure appropriate support is available for students. New systems in place to respond to deployment of staff whilst working remotely and with COVID-19 bubbles within school.			

## Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

### Scoring

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Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Home environment</b></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"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to <b>learn</b> from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p>Every <b>parent</b> received a phone call home to ensure that we had a clear overview of what each student needed.</p> <p>Adapted length of lessons for some students.</p> <p>Use of visuals to support learning</p> <p>Feedback from one parent “Lessons look the same but just in a different place.”</p> <p>Use of visual timetables so that students are aware of the structure.</p> <p>Zones of regulation for students to check in and support self-regulation and ensure that the provision is as close to what they would have in school.</p> <p>Staff providing regular feedback to improve learning.</p> <p>Student protocol for the expectations for remote learning.</p> <p>Additional resources shared for use outside of the formal curriculum offer for example, links to wellbeing, counselling</p>	<p>Some students are not able to access this yet due to technology or not conversant with technology.</p> <p>Social stories needed for some students who are not accessing learning.</p> <p>Develop ways of supporting parents with EHCP outcomes.</p>	4	<p>The EdTech Demonstrator Programme’s <a href="#">remote education roadmap</a> 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 <a href="#">Get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

**Commented [KL17]:** Every parent had contact to discuss offer, how to access remote learning etc. Reviewed accessibility of devices and online learning

Supported families with specialist equipment i.e. seating, OT supporting

Specific activities such as sensory circuits, Zones of Regulation etc

Learning mentors working with students as required through referrals etc

Detailed recording of interventions etc enable leaders to put in place timely interventions

**Commented [KL16]:** Very clear visual sent to families re how to support learning at home

	and sport activities. We have identified opportunities to provide lunchtime and afterschool provision remotely, such as music, art, dance and horticulture...including families to capture community engagement and keep everyone connected.			
<p><b>Laptops, tablets and internet access</b></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>Leaders are aware of the students unable to access our remote provision and alternative provision has been made for those who technology is currently a barrier.</p> <p>Those who are able to use technology but do not have any devices will have a laptop from DfE. Alternative devices have also been explored for them to access TEAMS such as Playstation and X-box.</p> <p>Schemes such as BT's 'Lockdown Learning Support Scheme' provide free wi-fi vouchers for those with no or little internet access.</p> <p>IT remote helpdesk is set up for help/guidance for parents</p>	Some students do not have technology with parents that do not use technology.	<u>4</u>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <a href="#">how to set up a virtual classroom</a> and how to <a href="#">embed technology into teaching practice</a>.</p> <p>Where pupils might lack digital access, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</p>

**Commented [KL18]:** List of students and devices in place, fully aware who needs access to equipment / broadband etc

Supported families (access guides) to using Xbox and PlayStation etc

Purchased headsets for students to access live lessons

Needed to consider equipment to support staff to deliver

Have given access to parents for remote access

	and we have a channel on Dojo specifically for any questions / issues around technology.			
<b>Supporting children with additional needs</b>	The school have provided all students in receipt of FSM with a voucher sent electronically. The Family support Worker is on hand delivering these to some families as required.	Guides to access remote learning and further support to be available on website	<b>4</b>	The EdTech Demonstrator Programme has made <a href="#">a range of SEND resources</a> available for schools and colleges, including webinars on how to support pupils with SEND.
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.	The FSW shares food bank links regularly with parents and checks in with key families on a regular basis.			The guidance for full opening f provides guidance on how schools should support <a href="#">pupils with SEND and vulnerable children</a> .
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.	Class teams are supporting parents to support their child to access remote learning and communication is evident on class Dojo. AHT is issuing further guidance and support for parents and the IT team are offering virtual support to address any technical issues.			<a href="#">Oak National Academy provides resources for teachers to support children with additional needs</a> .
	There is an up-to-date spreadsheet of those students who need access to technology such as laptops and dongles and we have had			

**Commented [KL19]:** See comments above regarding detailed recording for students with additional needs - referrals / interventions etc.  
One suggestion - on recording include in impact

**Commented [KL20]:** Pathway 1 students (are the students that are expected to be in school for face to face)- learning packs etc, need clear direction for families / homes supporting the most complex learners i.e. visual supports etc that replicate supports in the classroom

Share with families how to support EHCPs

**Commented [KL21]:** Clear visual guidance for parents given  
Class dojo, Parent forum sharing information, Teams, website

	<p>our DFE allocation and are in the process of issuing these.</p> <p>All students have an EHCP and the school is committed to supporting EHCP outcomes during this period of remote learning. There is a clear provision in place to support Parents and Students with SALT, OT, Learning Mentor sessions and interventions and a clear record of interventions and impact.</p>			
<p><b>Monitoring engagement</b></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>There is a live register in place for all remote learners and a clear expectation that teachers will complete this each lesson to track who is accessing the sessions.</p> <p>The colour codes enable staff to very quickly respond to those not marked as present in each session.</p> <p>This is monitored daily by the Family Support Worker and Safeguarding team who follow up anyone who is not accessing the remote learning offer and record why. There is</p>	<p>Further use of teams to monitor engagement?</p>	<p><u>3</u></p>	<p>Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance</a>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress</a>.</p>

**Commented [KL22]:** Using Teams to identify attendance / monitor engagement etc, however not all students accessing online activities

How do you monitor those students not accessing online?

Consider a top sheet for each piece of work with a simple tick sheet for engagement and how accessed the activity

	a system in place to record this and follow up concerns.			
<b>Pupil digital skills and literacy</b> The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	Assisted technology has been reviewed to ensure all students are able to access remote learning including a brailnote for a visually impaired student and ...SL. Information sent home for visually impaired to access sporting activities.	<u>Reading - need to support staff to ensure resources are accessible (second nature for primary trained teachers)</u>	3	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.

**Commented [KL24]:** Need to ensure consistency of approach. Elements of strength, however need to embed across all groups

Using Covid catch-up grant to purchase additional resources.

**Commented [KL23]:** 1-1 activities in place  
Specific software / equipment sent home

English SLA delivered training to staff re access to literacy (reading ages and supporting access / reading skills)

Resources for families shared i.e. phonics, calculation policies

## Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

## Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Minimum provision</b></p> <p>School sets <u>work</u> that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day.</li> </ul>	<p>Students receive the equivalent of 5 hours a day, with many additional learning opportunities provided (such as extended project work)</p> <p>All students have access to daily English and Maths lessons through live teaching or planning project work.</p> <p>PSHE continues to be a core focus for our curriculum with morning and afternoon sessions dedicated to this; in addition to a weekly afternoon lesson.</p> <p>The Remote Education Offer is documented and has been shared with parents.</p>	<p>Ensuring that 'work packs' sent home for those unable to access live lessons are the equivalent number of hours.</p> <p>Staff to further develop the use of pre-recorded videos to support students not accessing live lessons.</p> <p><u>Foundation subjects - ensure quality and consistency</u></p> <p><del>Add to website.</del></p>	4	<p>Remote education expectations are highlighted in <a href="#">the guidance for full opening</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p>

**Commented [KL25]:** Shared expectations for learning with LA, home and on websites - agreed approach across all Northants Special Schools  
 Shared expectations for hours for online learning  
 Registration times, circle times etc - PSHE, safeguarding elements etc

Need to clarify with staff length of online learning - don't need to be hour in length - levels of engagement etc  
 e.g. pathway 1 can't do

Are capturing the additional supports - OT etc

Need to ensure the sports offer etc is available to all

KS4 options - 2 sessions per week as per 'usual' timetable - looking at different approaches to live learning as not always as effective

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<p><b>Curriculum planning</b></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>The Isebrook curriculum is based upon a three-year cycle, underpinned by the sequencing and development of key skills.</p> <p>Medium term planning identifies the skills to be covered by each Key Stage and Pathway for a term. Staff have begun exploring which of these skills may be more difficult to teach remotely and those that simply cannot be taught remotely (for example CDT skills using specific equipment/ tools not available in the house.) From this staff are working to develop an adapted 'remote learning' version of the Medium-term plan.</p> <p>Staff continue to plan short-term, to ensure they are clear of the lesson intent and intended outcomes.</p> <p>Students whom continue to attend school follow an adapted version of the Medium-term planning, in line</p>	<p>Key Stage leaders and AHT to ensure that a remote version of Medium-term planning is available- including those learning remotely both on and off-line.</p> <p>Develop a 'parent friendly' version of the Medium-term planning to provide parents with information about the curriculum being delivered and ways they can help support their child further.</p> <p>Staff to identify where skills that cannot be taught remotely can be covered in the future to ensure they are not missed.</p>	<p>3</p>	<p>GOV.UK provides resources on remote education <a href="#">good practice</a> and <a href="#">how to adapt teaching practice</a> for remote education.</p> <p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p>
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**Commented [KL27]:** Should be a 4 very clear systems etc in place - foundation subjects next to be managed

**Commented [KL26]:** Remote learning offer developed and shared. Identified 'whole curriculum' offer Reviewed current LTP / MTP and Identified which elements could be delivered remotely - those that can't have moved to following term

	with their peers learning remotely.			
<p><b>Curriculum delivery</b></p> <p>The school has a <b>system</b> in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote <b>education</b> 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>The digital platform Microsoft TEAMS is used to deliver learning remotely.</p> <p>In the Autumn term all students received weekly lessons from staff on the functions of teams, for example logging on. This has meant the vast majority of students have managed to navigate teams very quickly into Lockdown 3. Teams was also used in the Autumn term to support bubble closures and students/ staff isolating. This allowed staff and leaders to identify potential barriers to access and learning for students/ parents. In preparation for Lockdown 3, many visual guides and help videos were created to support accessibility and communication for all students.</p> <p>The remote school day is consistently structured throughout the school to ensure a balance of live teaching and project work. Maths and English lessons are live in the morning, with project</p>	To further explore the use of education providers such as Oak National Academy and BBC learning.	4	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">accessing and buying resources for remote education</a></li> <li>• resources on remote education <a href="#">good practice</a></li> <li>• guidance on <a href="#">how to access and set up online digital platforms</a> to support delivery</li> <li>• <a href="#">Oak National Academy</a> provides resources and guidance on how to map resources to a school's existing curriculum.</li> <li>• <a href="#">RNIB Bookshare</a>, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</li> </ul>

**Commented [KL28]:** Supported staff to look at how to deliver, using range of systems / software e.g. PowerPoints while on teams etc

**Commented [KL29]:** Approach to blended learning agreed and validated by LA - remote online, remote activity packs etc, face to face

	<p>work set most afternoon. Subject specialist lessons such as CDT and Music are taught through live lessons in the afternoon.</p> <p>A clear approach to live teaching has been developed to ensure staff are able to gauge students' learning and progress. Live teaching sessions include the following elements:</p> <ul style="list-style-type: none"> <li>• Clear explanations- using different communication aids such as signing, visual prompts and facial expressions.</li> <li>• Questioning- targeted questioning, open and closed questions used in different learning scenarios.</li> <li>• Modelling- to support students' understanding of a skill or task set.</li> <li>• Scaffolding- staff identify that students may need tasks breaking into smaller stages and use scaffolding techniques</li> </ul>			
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	<p>to support the development of students' understanding</p> <ul style="list-style-type: none"><li>• Application of skills- lessons support students to apply their learning of key skills to different contexts and environments</li></ul>			
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<p><b>Assessment and feedback</b></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>Through the EdTech Demonstrator programme, the AHT has identified ways TEAMS can support the assessment of learning and feedback given to students. AHT has led training for both teachers and teaching assistants to demonstrate how TEAMS can be used to provide regular feedback to students and also track progress.</p> <p>Staff are expected to give regular feedback to students using a variety of different methods (dependent on key stage, Pathway and individual approach.)</p> <p>Feedback may be given in the following ways:</p> <ul style="list-style-type: none"> <li>• Written feedback using the assignments tab of TEAMS</li> <li>• Feedback through a success criterion- staff to highlight what students have achieved and next steps</li> <li>• Verbal feedback in discussion, questioning.</li> </ul>	<p>AHT to develop an amendment to the school Assessment Policy to reflect the approach and expectations of assessment and feedback when teaching remotely.</p> <p>Leaders to explore how to provide feedback to students who are not engaging with remote learning. - weekly drop off from parents? Collection from school? Photographs of work from parents?</p> <p>Staff to consider how student self-assessment could be captured when working remotely.</p>	<p>3</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">Remote education good practice guidance</a></li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> for schools on effective assessment and feedback.</p>
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**Commented [KL33]:** Need to look at QA of remote learning and assessment etc

**Commented [KL34]:** How do we emulate assessment processes from school looking at skill development?

**Commented [KL32]:** Considering to use a feedback form  
Look at 'windows' for parents to drop off work

**Commented [KL30]:** Those using Teams can get direct feedback / assignments feedback (rubrick)

When can't access assignments - parents encouraged to share photos of work via Teams / Class Dojo and teachers feedback

**Commented [KL31]:** Teachers continue to use AfL to support learning

	<ul style="list-style-type: none"> <li>• Feedback from quizzes- such as Microsoft forms and Kahoot.</li> </ul> <p>Staff continue to use assessment strategies such as:</p> <p>Diagnostics- this may be a quiz, cold task, activity or discussion. Staff use this to gauge students' starting points and previous knowledge.</p> <p>Success criteria/ Rubric- students are aware of what skills they need to demonstrate in a task, staff directly mark work against this criterion.</p> <p>Quizzes- using Microsoft forms, Kahoot and others, staff are able to assess students' understanding within the lesson (AFL) or as a review of learning before the lesson, or as a diagnostic before the lesson.</p>			
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## Capacity and capability

Schools support staff to deliver high-quality remote education.

### Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Effective practice</b></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>Senior Leaders are aware of all the guidance and disseminate this as appropriate throughout the school.</p> <p>As a Trust Team Leaders meet regularly to ensure that are on top of the guidance and to provide an additional level of support and challenge.</p> <p>Headteacher is also supported by being part of Special School Heads group and by School Improvement Advisor.</p> <p>AHT has linked with an established school-to-school support network through the <a href="#">EdTech Demonstrator Programme</a> and has received training and guidance on the use of TEAMS, enabling us to both learn from best practice and develop our Remote Education offer further.</p>			<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p>

**Commented [KL36]:** 3. Aware of gaps and need to finalise plans for QA of teaching and Learning

Isebrook partnered with a primary school in Leicester - via EdTech  
Additional support to look at use of Teams etc

**Commented [KL35]:** Planned to assess quality of learning. Detailed recording being developed to capture interventions - need to look at capturing impact of interventions  
Teams set up for observing lessons. KSLs are looking at planning - have reviewed overview / MTP. Collaborative planning in place to support teaching, sharing of practice

Next steps is for SLT to review quality

Teachers working collaboratively - next steps is for teachers to review / support each other

	Online resources have been shared amongst all staff including platforms such as Oak Academy as well as more local provision such as Northamptonshire Sports offer etc			
<p><b>Staff capability</b></p> <p>Staff have <b>access</b> 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, <b>staff</b> 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>Teachers have been provided with laptops or IPADS to allow everyone to access remote learning in order to support students. Dongles are also available for those with no or weak internet access.</p> <p>Intervention staff have been provided with Laptops to enable them to support remotely.</p> <p>Training for remote learning began in T2 and has continued regularly to build on teachers' knowledge.</p> <p>Regular key stage meetings are planned, curriculum meetings and briefing notes are shared to communicate any changes to current practice.</p>	Quality assurance to be reviewed so that it can adapted for remote learning.		<p>The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p> <p><a href="#">RNIB Bookshare</a>, 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 pupil with a <a href="#">print disability</a>.</p> <p><a href="#">pdnet</a> provides free <a href="#">training events</a> for teachers and professionals on augmentative</p>

**Commented [KL39]:** 3. have concerns for 3 teachers, however aware of this and planning support

Have staff shout outs - capturing those who are stepping up and going over and above

**Commented [KL37]:** Range of training sessions to support staff to access Teams, record videos etc

Supported by One Drive file with guides etc

**Commented [KL38]:** Identified individuals that need additional support - tends to be the more experienced staff!!!

Considering peer to peer support, how to use recorded sessions etc

	Meeting times and KSL plans			and alternative communication technology to support pupils with SEND.
<p><b>Strategic partnerships</b></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 <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>	<p>The school is enrolled on the EdTech Demonstrator programme, working in partnership with the Discovery Schools Trust. The EdTech Demonstrator programme has supported AHT to understand how technology can be embedded into the schools' teaching practice when teaching remotely. The Ed Tech demonstrator programme has also supported the development of assessment strategies for Isebrook.</p> <p>Several teachers have accessed networking groups through different channels such as NQT and training programmes.</p>	<p>AHT and curriculum leads to investigate curriculum hubs which may be able to support an SEN provision.</p> <p>To work collaboratively with other schools in the MAT to further develop remote learning provision- in particular those with SLD/PLMD learning needs.</p>	3	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EdTech Demonstrator Programme</a> for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs</li> <li>• <a href="#">Maths hubs</a> to improve maths education</li> <li>• <a href="#">English hubs</a> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <a href="#">Computing hubs</a> to improve the teaching of computing and increase participation in computer science</li> </ul>

**Commented [KL41]:** Isebrook using partnerships to support and develop practice

Approach to blended learning developed by Trust Heads is used by Northants Special Schools

Teachers using social groups to develop practice and sharing

**Commented [KL40]:** Consider how to share best practice - could there be a central place on Class Dojo for staff only access?

Is there a facility on OneDrive?



## Communication

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

## Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Realistic expectations of pupils, parents and carers</b></p> <p>Parents and <b>carers</b> 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>			<b>4</b>	<p>Remote education expectations are highlighted in the <a href="#">guidance for full opening</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>The <a href="#">school workload reduction toolkit</a> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during COVID-19.</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in <b>shared</b>, interactive lessons and activities to maintain</p>	<p><b>All students accessing Remote Learning (Percentage?) have a structured visual timetable which offers tutor time and check in and out throughout the day.</b></p>	<p><b>We could open up to staff / KS teams to explore what else could be offered.</b></p>	<b>2</b>	

**Commented [KL42]:** Look at all comments above - copy in - lots of communication, remote learning offer on website  
Very clear expectations

**Commented [KL45]:** Consider how to re-engage at a community level  
Theme days etc

**Commented [KL43]:** Trialled whole school pe sessions - trial and error, recorded not live

<p>a sense of <b>community</b> and belonging, especially disadvantaged and SEND pupils.</p>	<p><b>There are a number of events that have been shared with the school community and we have evidence of good engagement with things such as Northamptonshire Sports where staff, parents and students add their physical activity and are able to compete with other schools.</b></p> <p><b>AHT is looking at setting up virtual common rooms for students to access with monitoring from staff and we are working towards offering lunch time music and art clubs for students as well as after school clubs including VIAM choir.</b></p> <p><b>Wellbeing champions are working on Whole School Bake Off and we are looking to provide a Dance club for students.</b></p>	<p><b>There may be lots that people could offer!</b></p> <p><b>Could Karl offer a club? I have emailed Sharon and Karl.</b></p>		
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**Commented [KL44]:** Considering assemblies etc for groups  
 How share successes and clear messages  
 i.e. mental health awareness, Houses etc

Voice in a Million  
 Bake-Off  
 Reading etc



## Safeguarding and wellbeing

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

### Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Ensuring safety</b></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><b>Have we updated our policies to reflect remote learning? Check addendum! Updated by ST and shared with all staff via My Concern.</b></p> <p><b>There are clear safeguarding protocols in place to ensure students are safe during remote education.</b></p> <p><b>Teachers, parents and carers can raise any safeguarding concerns in relation to remote education through the five DSLs in school.</b></p> <p><b>Staff are following the usual safeguarding protocols in place in school and report any safeguarding concerns to one of the five DSLs in school. This is recorded through My Concern. All</b></p>	<p><b>There have been some technical issues with Teams allowing students to chat prior and after sessions. This is being resolved by the AHT and Network Team.</b></p> <p><b>Staff have needed support in managing on line attendance. This has been written up in guidance for staff and there is now a protocol in place to ensue student absences are reported as concerns is they are unexplained. Staff have needed support with this new protocol.</b></p>	4	<p>GOV.UK provides guidance on <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></p> <p>Schools should also refer to <a href="#">statutory guidance for schools and colleges on safeguarding children.</a></p>

**Commented [KL54]:** Systems and processes in place, need to ensure communicated clearly with all

**Commented [KL46]:** Policy updated in line with remote learning / lockdown

Remote learning protocols updated and to be shared with students  
Shared verbally, paper copy to be shared

**Commented [KL49]:** Need to share with staff (My Concern) and put on the website

**Commented [KL47]:** How do students access a DSL or a trusted adult

**Commented [KL48]:** Not all level 4 students are in school - clear picture as to why and supports in place - daily check-in with these, either through remote learning or phone calls etc

Constant review of levels of need and if need to be in, then supported to be in

**Commented [KL50]:** Worked hard to ensure remote access is safe - set-up of Teams etc

**Commented [KL51]:** No change in practicality to processes, rather than knocking on the door - ring etc

Attendance monitoring - attendance on site recorded as per usual. Attendance online - if accessing x, if not accessing C / O etc depending upon reasons. If not known then FSW picks up and follow's up

Assistant Welfare Manager gatekeeping My Concern and so concerns picked up very quickly  
In school concerns picked up quickly with named DSL on site - staff aware who is on site

	<p>staff have received their annual safeguarding training and new staff have had a thorough induction to Safeguarding students at Isebrook.</p> <p>Parents and carers have access to a remote learning support centre through Class Dojo to access information of how to keep their child safe online and other various support resources.</p> <p>Pastoral support is continuing remotely and, in some circumstances, face-to-face. We are being supported by the IT team to ensure that we are compliant with GDPR regulations and they supported us in devising a consent form for remote one to one sessions to continue to take place.</p>			
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**Commented [KL52]:** 2 new members of staff since Christmas - have received induction training

**Commented [KL53]:** Beh Watch still being used - KS3 predominantly reported about in school, KS4 online  
House points being awarded consistently

<p><b>Online safety</b></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>During the Autumn term, all students received digital literacy lessons focusing on two elements:</p> <ul style="list-style-type: none"> <li>• How to access TEAMS as a remote learning provision</li> <li>• Online safety when using TEAMS</li> </ul> <p>Teachers set out clear expectations at the start of every remote lesson. Parents have received a document that outlines expectations for remote learning.</p> <p>There are visual supports in place.</p> <p><u>Safeguarding policy reflects remote learning.</u></p>	<p><b>Teams chat</b></p> <p>Incidents recorded show that some students do not understand the basics of online safety i.e. what is appropriate online behaviour.</p> <p><u>Safeguarding policy to reflect remote learning.</u></p>	<p><u>4</u></p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">Teaching online safety in schools</a></li> </ul>
<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p>	<p>Leaders and teachers are very aware of how to spot potential wellbeing or mental health issues and know to record these on My Concern and talk to a DSL and we have updated on this just to remind everyone.</p>	<p>Re issue <u>Isbrook</u> Wellbeing policy and explore adding a section for COVID. This was done on 3/2/21</p>	<p><u>4</u></p>	<p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education.</a></p>

**Commented [KL55]:** Followed up with parent conversations, some students nw in school if cant keep themselves safe. Parent / students friendly expectations

**Commented [KL61]:** Need to re-issue wellbeing policy

A wellbeing channel on Class Dojo

Ensure staff are aware of resources available

Ensure capture what happening, engage in Metal Health activities etc

**Commented [KL56]:** Consider 5 ways to wellness

Connected - team, whole school / departments?

Active - Northampton sports, Yoga etc

Take Notice - hose points, staff shout outs

Learn - staff CPD - online modules etc?

Give - how to develop this area?

<p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Students have continued to use the Zones of Regulation whilst working remotely and have 4 objects to show their zone and this is explicitly done throughout the day by form tutors.</p> <p>Learning Mentor provision is continuing to provide one to one wellbeing support to targeted individual students both remotely and face to face.</p> <p>Interventions such as OT, Physio, Communication, transition, attendance, parental support, and annual reviews are all still continuing and support is in place for students and families. Weekly one to one sessions are offered widely throughout the school population and wellbeing is supported through these interventions.</p> <p>Parent Wellbeing – we are supporting parents through FSW and DSL's as well as class teams as needed. Parent forum is working</p>	<p><b>Do we want to offer Assemblies – maybe KS Assemblies?</b></p> <p><b>Is this in place in KS4 / 5 or anything different in place?</b></p>		
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**Commented [KL57]:** KS5 have wellbeing sessions - age appropriate for post-16

**Commented [KL58]:** Mixture of face to face and remote

**Commented [KL59]:** Parent Forum being set up

	<p>remotely and we have surveys to capture feedback.</p> <p><b>Staff wellbeing</b> – Isebrook has wellbeing at the centre of all decisions and we are building on the exemplary practice previously in place and developing new ways of working.</p> <p>We are very aware of the 5 ways to wellbeing:</p> <ul style="list-style-type: none"> <li>• Being connected</li> <li>• Being Active</li> <li>• Take notice</li> <li>• Learn</li> <li>• Give</li> </ul> <p>Our offer for wellbeing reflects these areas for all stakeholders.</p> <p>Things like RTW focus on wellbeing and keeping in touch for those who have been affected by Covid themselves or have had bereavements, or stress and anxiety linked to current pressures.</p> <p>Perkbox and signposting</p>			
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**Commented [KL60]:** Need to capture staff wellbeing activities etc

	<p>More regular Supervision and check ins.</p> <p>TOIL</p> <p>Flexibility and RA for ways of working to support family and commitments.</p> <p>Additional team time and collaborative planning.</p> <p>Additional training and surveys to capture the support staff need to work in a new way.</p> <p>Working with Union reps to consider any concerns – no section 44's!</p> <p>As a Trust KL is leading on Time to Change and as Leaders we have met to do the Self Evaluation and will roll out across the schools – wellbeing pledge.</p> <p>Increased supervision and personalised wellbeing meetings – not work based – KS4 roll out to rest of school. These will continue til lockdown is eased.</p>			
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	<p>Dedicated wellbeing groups time on a Thursday 2.30-3.30pm – led by staff for staff.</p> <ul style="list-style-type: none"> <li>• Dave's group – led by male but for all</li> <li>• Yoga – school have paid for those interested til half term and then staff to pay</li> <li>• Bake off planned</li> <li>• Salma's zoom Friday around wellbeing and mental health</li> <li>• Zooms set up during lunchtimes for staff to socialise and keep connected</li> </ul> <p>This week in line with MHA week we have launched Dress to Express and given an afternoon specifically for wellbeing with family activities on offer. We have a wellbeing focus now leading up to April.</p> <p>This is an enhanced focus on MH &amp; W as we know this is an area that is affecting everyone in school at the moment. This will link to our work on Online safety, PB'S, Being active etc and assemblies for next term.</p>			
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	<p>We have been selected to be one of 3 schools for Northamptonshire to be part of a Mencap and Saints programme.</p> <p>Isebrook will have access to 26 hours of fun fitness sessions with Saints which can be delivered in any way that we choose.</p> <p>Specifically with the mencap programme we can only officially register 10 students to be part of the core group that will be used for the data that mencap will collect, which we can target based on the criteria:</p> <ul style="list-style-type: none"> <li>• Aged 11 - 16</li> <li>• Have a learning disability</li> </ul> <p>And are either of the following:</p> <ul style="list-style-type: none"> <li>• not active enough</li> <li>• In need an uplift or boost in confidence or emotional wellbeing</li> </ul>			
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	<ul style="list-style-type: none"> <li>do not usually get chosen to access this sort of thing</li> </ul> <p>The whole school will benefit from the programme as they are all invited to take part in the sessions, it is just the core group who will have their data tracked.</p> <p>In addition to this, the most exciting part is that the project rugby programme has been funded again (that we accessed last year on a monday morning) meaning any students that are aged 14 - 16 with an EHCP can access sessions from saints, also starting after half term</p> <p>Saints are hopefully amazingly planning to offer three 30 minute physical sessions a day - Monday - Friday for at least 5 weeks - in addition to a Q&amp;A with a saints player every friday afternoon, hopefully this will help with lunchtime clubs and giving our</p>			
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	<p>students an active break from sitting in front of a screen!</p> <p>We have taken part in Northamptonshire Sport Lockdown league and are currently in the lead. Staff, Students and Parents log their daily activity.</p> <p><b>We have secured</b> 3 free places for the Mental Health Awareness for Sport and Physical Activity training, course details below. This is linked to MIND and we also trained staff last year.</p> <p><a href="https://www.ukcoaching.org/courses/learn-at-home/mental-health-awareness-for-sport-plus">https://www.ukcoaching.org/courses/learn-at-home/mental-health-awareness-for-sport-plus</a></p>			
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>School has implemented the document “Working Together on Safeguarding Children” statutory guidance so that data sharing does not stand in the way of promoting welfare and protecting the safety of children.</p>	<p>To update our current data map.</p> <p>To create a Trust Retention Policy that is based on IRMS Toolkit.</p>	2	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>to be <a href="#">cyber secure</a></li> </ul>

**Commented [KL62]:** Need to identify areas of strength and to be completed - policies have been dated, Teams etc Support from Data Manager

	<p>The IT Manager for the Trust has ensured that Isebrook is compliant with GDPR UK and current legislation and we have an external DPO.</p> <p>Governors and trustees are aware that responsibility for compliance with data protection legislation lies with them.</p>			
<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p><b>Since the start of the lockdown we have had very few behavioural concerns reported.</b></p> <p><b>We have a clear outline for parents, carers and students regarding behaviour during remote lessons; students know them as they are reiterated at the start of each session. Parents are also aware and monitor their students' attendance and behaviour during remote sessions.</b></p> <p><b>Any behaviour incidents on Teams/online are reported through our internal</b></p>	<p><b>Parents have needed support with managing behaviour at home and setting up the new online way of working.</b></p> <p><b>Our FSW, Communication Support staff member and class teams have supported parents with this.</b></p> <p><b>Some students are struggling to engage and some of this can be attributed to lack of technology at home.</b></p> <p><b>We have now received 31 laptops that will be</b></p>	5	<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>

**Commented [KL64]:** Maybe a 4 - there are a significant number of students not engaging - BFL not consistent and need to consider those not engaging in any activities

**Commented [KL63]:** Clear expectations communicated regularly  
Class team members support students and address as appropriate  
If persist conversations with parents and if persist move to face to face

	<b>behaviour recording systems and this is monitored by leadership.</b>	<b>distributed to those students in need.</b> <b>There have been some issues with Teams and students misusing this platform.</b>		
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