



Wren Spinney Community School

Review of Remote Learning

About this document:

At times it is not possible for pupils to be in school; this can be for a variety of reasons, including medical. The school recognises that the needs of our pupils means that sometimes there is a limit to what they will do or can do at home. However, there will always be a focus on promoting communication, engagement and working towards EHCP Outcomes. This policy considers remote learning for where it is applicable

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| Complied by: Mike Tebbutt | Date: June 24 |
| Last reviewed on: February 21 | Next review due: June 26 |
| Review Cycle: 2 years | |

Wren Spinney School

Review of Remote Learning

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - Health Assure (confidential counselling support available through Perkbox account).
 - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

Scoring

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

Wren Spinney School

Review of Remote Learning

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 if (1 or 2) |
|--|--|--|--|
| Remote education plan 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. 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. | Plans put in place as and when required between SLT, pastoral and the class teacher/team. These are bespoke to the situation and the needs – focussed around communication, engagement and EHCP Outcomes. Ideally resources are provided to create a 4-hour daily provision Weekly tracking of engagement Blended learning includes recorded sessions and link to external content Resources and work packs delivered to homes if necessary | Overview on Website | 4 |
| Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. | Families updated and individualised to meet student needs Overview on website- remote offer Weekly conversations with pastoral and/or class teacher | Tracking of completed tasks Developing feedback about quality of work | 4 |
| Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: understanding the impact on staff workload and how to mitigate against it staffing changes having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts | Regular communication with staff to ensure wellbeing Wellbeing support in place for staff ICT provision for staff reviewed Weekly contact via 'zoom', phone call or door stop visits Processes for reporting in place Progress meetings with staff in place Staff trained as mental health first aiders | | 4 |

Wren Spinney School

Review of Remote Learning

Remote education context and pupil engagement

Wren Spinney Community 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 if score is 1 or 2 |
|--|---|------|--|
| Laptops, tablets and internet access 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. | Practical resources supplied as necessary Review if electronic items would be suitable to support education (school to support if/when necessary) Pastoral/teacher log calls and engagement Links to e-safety on website to be used as appropriate | | 4 |

Curriculum planning and delivery

Wren Spinney Community 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 if score is 1 or 2 |
|----------------------------------|---|------|---|
| Delivery of pupil led curriculum | Wren Spinney curriculum different in nature and delivery – support parents/carers to deliver as appropriate | | 4 |

Wren Spinney School

Review of Remote Learning

Capacity and capability

Schools support staff to deliver high-quality remote education.

| Approach | Strengths | Gaps | Score (1 to 5) Potential actions if score is 1 or 2 |
|--|--|---|---|
| Staff capability Staff have access to the digital resources and tools they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. | Staff training where required Staff resources identified Staff all confident with ICT and remote offer Staff have detailed plans for provision on offer Specialist knowledge embedded in all plans Strong team work-sharing resources and ideas | To continue to audit and review staff training needs and address any gaps | 4 |

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 if score is 1 or 2 |
|--|--|--|---|
| Realistic expectations of pupils, parents and carers 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. 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). | Strong multi professional working with families to ensure provision is good and suitable Open culture where families feel confident to share concerns Adaptable approach to remote learning to meet individual needs Students involved with their opportunities on and off site Communication via: <ul style="list-style-type: none"> • Class Dojo • Phone call • 'Zoom' • Home visits | To continue to develop support packs for home around assessment of needs | 4 |

Wren Spinney School

Review of Remote Learning

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 if score is 1 or 2 |
|--|---|------|--|
| Online safety If the school chooses to provide pre-recorded videos, teachers understand how to keep children safe whilst they are online. | Support for families accessing online content as appropriate | | 4 |
| Wellbeing 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 families, particularly for those that are most vulnerable. Weekly contact Staff identified to support wellbeing and clear procedures in place for referrals if needed. Clear records of referrals | | 4 |
| Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | Clear processes in place and a central team officer for advice as required. | | 4 |