Remote Education Provision Framework – January 2021
The Federation of Boskenwyn and Germoe Schools

Scores: 1= Not yet in place or there are major gaps, 2 = Identified gaps but a plan is being developed to address them, 3 = In the process of implementing systems and practices to address this, 4 = Practices and systems are in place with minor gaps, 5 = 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	Potential actions/resources if score is 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	SLT is responsible for the monitoring of the Remote Education plan to ensure provision meets need. SENDCo monitors engagement of SEND and vulnerable children. Staff have high expectations of a high quality delivery of the curriculum for all.	Subject leaders monitor delivery of their subject and update the "Journey into" accordingly.	4	Subject leaders to monitor delivery of their subject and update the "Journey into" accordingly. Discuss in staff meeting 20.1.21

Update:
Discussed. Subject leaders are updating their journeys continually with examples of remote learning. |

Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Weekly communications on the website and facebook pages. All families connected to Seesaw for easy communication and so that they can see what their child is doing as part of remote education. Head's email address shared on weekly communications with an invite to message with queries or concerns. Remote Education plan discussed at FGB meeting. Governors invited to ask questions.	Share Remote Education Plan on website and email to parents	4	PB to produce and share REP with staff/governors/parents Update REP compiled and shared with staff and parents. Uploaded to website.
Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: a) Understanding the impact on staff workload and how to mitigate it b) Staffing changes c) Having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	Teaching staff are non-contact in school to help ease workload. Staff meetings weekly to discuss engagement, queries, problems. Staff meeting for wellbeing, led by SENDco Head has critical worker/vulnerable bubble register – secretaries inform of absence. Teaching staff report on engagement weekly to head/SENDCo	Staff questionnaire on workload	4	PB to produce staff questionnaire
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	Potential actions/resources if score is 1 or 2

Home environment 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. The school supports pupils on how to self-regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	Weekly phone calls to those identified as vulnerable and those who have not engaged with set activities. School have issued chrome books to families who did not have the technology to engage. School have provided paper packs for those with poor internet. Wellbeing sessions are included in provision by some teachers. A reminder of the 5 B's used by some teachers Some staff provide a library service to their class.	Wellbeing sessions are included in provision by all teachers. Wellbeing packs available on website. A how to learn from home guide with model timetable Library service for all classes.	3	<mark>Parent questionnaire and analysis</mark> <mark>AL/PB to produce A how to learn from home guide with model timetable</mark> <mark>AL to create Wellbeing packs and make available on website</mark> <mark>Discuss library service at staff meeting 20.1.21</mark> Update: Wellbeing packs signposted and uploaded to website Library discussed, e-library created by BR and signposted on websites and FB Tablets ordered and arrived.
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	We are aware that some families are struggling with little or no internet, help has been offered with digital devices. Have applied for mobile data increases and 4g routers via the DFE and provided printed packs for some families.			<mark>DFE devices to be ordered - awaiting Apple ID</mark> Update:Tablets ordered and arrived.

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				
Supporting children with additional needs 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. 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.	1:1 Zoom sessions to encourage and support learning. Weekly contact with children within this group from teacher/TA or SENDCo Supply of home learning packs for those that request them. School have applied for mobile data increases and 4g routers. Parent workshop addressing Seesaw and parental guidance shared on website and FB pages Morning meeting with children regarding expectations by some staff (Zoom or pre-recorded) Ongoing referrals to outside agencies	IEP's shared with parents. Zoom meeting with parent on how to support learning		Check IPM's are shared and meetings scheduled Send out 4G routers Teachers to keep record of Zoom meetings Update: IPMs shared with parents and Zoom meetings now take place to discuss. See SEND provision Map
Monitoring engagement The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers	Seesaw data check daily. Some teachers keep a daily record of who is engaging and what sessions they are engaging with.	All teachers keep a daily record of who is engaging and what sessions they are engaging with - Seesaw has this built in- just need a little more		Teaching to send weekly record of engagement to head Update: Weekly engagement reports are sent to head. Monitored by

immediately where engagement is a concern		investigating...may mean T don't have to do it manually		Head and SENDco, families contacted.
Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND	Voice recording on Seesaw In-school support for vulnerable families Parent workshop	Typing support programmes or programmes which read out the page Pupil workshop via Zoom, sharing timetable/Seesaw tips.		Discuss at staff meeting and decide on who is responsible for providing information and in which form Pupil workshops are individualized and monitored by class teacher

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	Potential actions/resources if score is 1 or 2
Minimum provision 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: Key Stage 1 = 3 hours a day, on average, across the cohort, with less for younger children Key Stage 2 = 4 hours a day	KS2 English and maths daily. Afternoon activity (including Science). Comprehension, spelling etc once a week. KS1 English, maths and phonics daily. Afternoon activity (including science). Non screen time activities are planned in to reduce screen overload. Some staff have a provision timetable as below.	All staff have a provision timetable as below		Staff to provide a provision timetable to head/google docs Update: Whole school provision timetable now on website
Curriculum Planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.	Recorded teaching is provided by some staff. Planned Rolling Programme relating to National Curriculum objectives is followed	Recorded teaching is provided by all staff for new concepts.		Staff to feedback recorded teaching experiences at staff meeting

Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND	(as it would have been if teaching in school). Direct teaching time includes lessons from BBC Bitesize, Oak Academy, CBBC, Ed Tech, Seesaw learning platform is used across the school and accessible by all staff, parents and pupils.			Update: Feedback given. All staff now providing recording teaching and live sessions for those who need extra support
Assessment and feedback The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate	Feedback is given on learning as usual, via marking of tasks and written/verbal feedback. Progress is recorded by teacher against NC objectives and reported termly to SLT. Star of the week is recorded and video posted on FB pages and school websites	Parent meetings via Zoom in February to discuss progress and provide targets SEND IPM updates via Zoom termly.		Staff to set up parent meetings in February SENDCo to arrange IPMs meetings Staff to send data to SLT Update: Parents meetings to be held via Zoom first week after feb half term.
CAPACITY AND CAPABILITY - Schools support staff to deliver high-quality remote education				
Approach	**Strengths**	**Gaps**	**Score**	**Potential actions/resources if score is 1 or 2**

Effective practice 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.	Staff kept up to date at weekly staff meetings. Question and answer sessions included in staff meeting. Teaching teams regularly discuss ideas with one another and plan in their teams. Staff have contributed to the Remote Education plan. Staff discuss and share good practice regularly Teachers to check in with TA's, providing support, allocating duties such as reading class story etc			PB to share remote education plan with staff and signpost staff to good practice folder on google drive Teaching staff to allocate duties to TA's and ensure they have necessary skills to deliver/support where necessary Update: shared remote education plan with staff and signpost staff to good practice folder on google drive. Teaching staff to allocate duties to TA's and ensure they have necessary skills to deliver/support where necessary
Staff capability 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. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure	All teaching staff have access to Mr P ICT for many support videos and twinkl for workbooks etc. Staff have been signposted to Ed Tech training on Seesaw. Staff Meeting 13.1.21 focused on Seesaw. Focus of staff meetings every week on this and other remote learning resources. Staff have used non-teaching time to explore learning platform tools and resources and upskill themselves	Staff questionnaire to assess if they feel they have all they need Google Drive folder to share good practice or "helpful hints" for continuous sharing of support. Subject leaders have a bank of useful websites, hints and tips on their subject		PB to send staff questionnaire ZS to set up hints folder on google drive Subject leaders to share bank on google drive Sendco to lead staff meeting 20.1.21

they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	Staff are encouraged to work collaboratively, supporting each other and sharing good practice.	SENDCo to provide useful tips, to lead staff meeting half termly regarding supporting learning for children with SEND		Update: SENDCo led staff meeting and shared hints and tips. Banks on google drive
Strategic partnerships 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	Staff training in Ed Tech (25.1.21) Joint staff meetings (across schools) Weekly engagement head/LA/Other schools WHatsapp groups: staff/staff, SLT, head/heads,			<mark>Head to attend half termly curriculum forums with other LA maintained schools (19.1.21, 2.3.21, 30.3.21)</mark> Update: Curriculum forum 1 attended and disseminated to staff at staff meeting

<mark>**COMMUNICATION - The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties**</mark>

Approach	Strengths	Gaps	Score	Potential actions/resources 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	Parent questionnaires Parent workshop on Seesaw and supporting inquiry based learning prior to this lockdown (content was based on previous parent questionnaire). Signposts on school websites Weekly communication from head to parents via FB pages and websites – also regarding expectations and individual circumstances are understood			<mark>Another parent questionnaire to go out at end of Feb half term</mark>

many hours they should be learning and how to participate in remote education.	Any pupils not participating are contacted, problems shared, discussed, resolved where possible. Remote Education Plan for parents emailed to personal address to show expectations of parents, pupils and staff			
School community events 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.	Weekly Zoom meeting with class and teacher and TA for some classes. Star of the week, pupils can see their teacher/TA	Weekly Zoom meeting with class and teacher and TA for all classes. Class assembly Small group work with teacher/TA/SENDco via Zoom Quiz involving parents/families together Weekly show and tell for younger children		<mark>Safeguarding:</mark> <mark>Parent letter for consent</mark> <mark>Staff guidance on safe practice</mark> <mark>Update to Acceptable Use policy and distribution to staff</mark> Update: Parent and staff Zoom charter sent via email. Safe practice discussed at staff meeting 3.2.21 (minutes available)

<table>
<tr><td colspan="5" style="background:purple;color:white">SAFEGUARDING AND WELLBEING - Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing</td></tr>
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Approach	Strengths	Gaps	Score	Potential actions/resources if score is 1 or 2
Ensuring safety 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	Guidance on internet safety on school websites Reminders on internet safety and reporting procedures to pupils Acceptable Use policy Updated and sent to staff Sept 20	Internet safety leaflet		<mark>ICT lead to produce internet safety leaflet</mark> Update:Internet safety leaflets on websites, parents signposted to them on weekly communications

that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.	Zoom guide/charter for parents/staff in process of being written			
Online safety 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.	Acceptable Use policy Updated and sent to staff Sept 20 Zoom guide/charter for parents/staff in process of being written Discussion at staff meeting Filtering by ICT4			Head to write Zoom guide/charter for parents/staff Head to update Acceptable use policy – Jan 21 Update: written Zoom guide/charter for parents/staff
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 pupils, one to one and via assemblies, particularly for those that are most vulnerable.	Staff contact parents regularly if they are not engaged to encourage and support SENDco contacts vulnerable families weekly			SENDco to lead staff meeting 20.1.21 on wellbeing, supporting pupils and staff Update: SENDCo led staff meeting on 20.1.21 (minutes available). Staff are signposted to and some have accessed wellbeing training
Data Management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	Registers taken and sent to LA following reporting procedures. Parents are blind copied in email communication			

Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Staff reinforce behavior expectations during live sessions	Behaviour policy has been updated to include remote learning		<mark>Update behavior policy to include remote learning</mark>

Example of Y1/2 remote learning plan:
Perranuthnoe Class Home-learning

Direct teach
Monday
Writers workshop - video recorded mini-lesson (read a mentor text and talk about a feature that the author uses) followed by an invitation to make books. Parent information given so they know the pedagogy behind it. (1 hour)
Discovery Maths - an open ended maths investigation where children share their thinking through photos and video. Parents supported with links to websites/videos (40 mins ish)
Science - Practical hands on, building scientific skills through content. Observations and results shared on seesaw. (1 hour)

Tuesday and **Wednesday**
Inquiry - two provocations/invitations to inquire into the concepts. Open-ended. (1 hour each)
(I could add another post with links to websites/videos that support the inquiry)

Friday inquiry reflection - teacher shares the thinking that the students posted during the week with a reflection activity. 30 mins)

Tues-Fri
We share:
4 differentiated spelling/phonics lessons (25 mins each)
3 differentiated Maths lessons (35+mins each)
1 English lesson (35+ mins)
- These are all videos of me delivering the input as closely as possible to the way I would in class. They build on the learning throughout the week, as they would in class.
- New learning is being introduced in line with our school curriculum.
- We ask children to watch the lesson (and join in) and then complete the attached activities/challenges, giving it 30 minutes of their best focus and attention.
- This is all positively commented on by at least one member of the teaching team on the same day.
A video each day of the teacher reading the class story (5+mins)
A video each day of our Poem A Day, linking to the 'Poem A Day' project we are part of. (5+mins)

Weekly
PE x2 - one directed and one Joe Wicks (2 hours)
Music - one directed and one exploratory (30 mins each)
RE - one activity (30 mins)
Art focus - one activity - embedded in inquiry where possible. (1 Hour)

Each child gets:

Offered at the start of the week	Music (2 x 30 mins) RE (30 mins) (every other week) Art - if not embedded in inquiry (1 hour) PE Joe Wicks (1 hour)	3 hours or 3 hours 30 mins
Monday	Writers Workshop (1 hour) Discovery Maths (40 mins+) Science (1 hour)	2 hours 40 mins
Tuesday	Spelling/phonics (25 mins) Maths (35 mins+) English (35 mins+) Inquiry (1 hour) Story (5 mins) Poem (5 mins)	2 hours 45 mins
Wednesday	Spelling/phonics (25 mins) Maths (35 mins+) English (35 mins+) Inquiry (1 hour) Story (5 mins) Poem (5 mins)	2 hours 45 mins
Thursday	Spelling/phonics (25 mins) Maths (35 mins+) English (35 mins+) PE (1 hour) Story (5 mins) Poem (5 mins)	2 hours 45 mins
Friday	Spelling/phonics (25 mins) Maths (35 mins+) English (35 mins+) Inquiry (1 hour) Story (5 mins) Poem (5 mins)	2 hours 45 mins
		16 hours 40 mins or 17 hours 10 mins

Possible add ons:
Coding/computing activity (40 mins)
Zoom call (40 mins)
Links to skill practice based websites
Staying safe online at home workshop??

Maintaining Community
- Class blog to share videos and learning and comment on each other's learning
- Direct address to members of the class throughout direct teach (e.g. referring to a child's previous ideas)
- Friday vote for poem of the week, shared on social media
- ==Class zoom?? Can we set this up?==
- Weekly phone call to chat with children
- Class book reviews, weekly
- Upskilling parents by explaining the pedagogy behind the activity

Promoting well-being and engagement with learning
- Weekly phone-call (more where necessary) to speak with parent and child
- Positive reinforcement of all learning attempted
- Prompt response to all learning by at least one member of the team, including asking questions that take learning further
- Offering of paper resources and directing parents to access laptops from school where resourcing is an issue
- Recognising and empathising with parents about the pressures they are under
- Offering 1:1 video chat to child where a concept is proving hard to grasp
- Close monitoring and recording of which tasks have been attempted by which children

Parent quotes/ feedback:

'Personally I find the amount of work just right. We tend to do some reading, have a little break then maths and phonics. A little playtime then English. Then by that time it's lunch and we'll listen to stories and do any other tasks. Then just relax play /walk etc.'

'The phone call has really motivated my little man.'

'The videos really help'

'Mum says that what we are posting is much clearer than last time and she really likes it.'

'They feel home learning is well pitched in terms of content and quantity'