

Hasmonean MAT: Review of Remote Education Provision, January 2021

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
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p>	<p>The school delivered a timetable of live, recorded and uploaded work 2 weeks into the first lockdown and then a full timetable of 30 minute live/ recorded lessons from June 1st 2020.</p> <p>The school ensured that every FSM and PP child has a device to enable them to access digital learning:</p>	<p>A minority of students are not engaged. This is a minority and they are being followed by year leaders and the pastoral support team.</p> <p>A weekly list of students in</p>	5	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote</p>

<p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>governors privately paid for devices for students who whose families were unable to afford them.</p> <p>Since September 2020, the school has been able to deliver a full timetable of lessons. When the school moved into lockdown in January 2021, adjustments based on students, parent and teacher surveys have been made to create 10 minute breaks between lessons and extra time for PE.</p> <p>The school ordered 1,000 Chromebooks for students in July and delivered them to students in December 2020 (along with filtering devices - management software will also soon be added).</p> <p>All pupils have access to Google classroom and staff are giving live lessons and setting work on it.</p> <p>Staff have been given regular and extensive</p>	<p>challenging circumstances is compiled to enable appropriate staff to intervene and offer support.</p>		<p>education.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.</p> <p>Refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
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	<p>training (both in house and via the Edtech demonstrator programme) in how to use a variety of websites and have been given appropriate hardware to facilitate their teaching.</p> <p>Teaching assistants are continuing to deliver one to one lessons and also joining lessons to support students.</p>			
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>A timetable has been sent out to parents and students with an explanation of the learning that is taking place. They are also aware of the possibility of coming into school if they are a key worker or their child is vulnerable. Surveys of parents, students and teachers' view of the various iterations of the online timetables have enabled us to adapt our provision to better meet their needs.</p>		5	<p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to</p>

				communicate with parents during COVID-19.
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • 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 	<p>Surveys of parents, students and teachers' view of the various iterations of the online timetables have enabled us to adapt our provision to better meet their needs.</p> <p>For example, hardware and upgrades have been bought to support teaching and timetables have been adjusted in the light of all stakeholders' comments to e.g. create gaps between lessons.</p> <p>Student attendance is recorded on our MIS and our standards officers and Heads of Year follow up on absences. In the case of staff sickness, work is set on Google classroom. Ill students who are absent are able to catch up with work as it is uploaded to Google Classroom and teacher/ year leaders are available to offer support on their return to health.</p>	<p>A balance has to be found between giving students 1-1 support to catch up and staff workload given that all staff are teaching their full timetables.</p>	4	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce • remote education good practice

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>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p>	<p>All students have access to a device and the vast majority have their own device. We have also sent out information about the free data availability and enabled families to find out whether or not they are eligible for Government support.</p> <p>Students who are struggling to engage are advised to attend school to allow them to access their education. We have an updated Google sheet that lists students in difficult circumstances and all staff are aware of these. The pastoral team are in contact with those students who require support and intervention.</p>	<p>Students have been given a broad and balanced remote timetable which has adjusted in the light of feedback from them, their parents and their teachers.</p> <p>However, further staff development is needed to enable digital pedagogy to</p>	3	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's</p>

<ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 		<p>maximise students' engagement and learning. This is why we have created a number of roles within the school to address this area: we will be evaluating the impact of them over the coming weeks and months.</p> <p>Remote pastoral and counselling support is also being adapted to better suit the needs of students.</p>		<p>remote education provision, schools should refer to the Get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable</p>	<p>During the first lockdown, the school ensured that every FSM and PP child had a device to enable them to access digital learning: governors privately paid for devices for students who whose families were unable to afford them.</p> <p>The school ordered 1,000 Chromebooks for students in July 2020 and delivered</p>		<p>5</p>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual</p>

<p>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>them to students in December 2020 (along with filtering devices - management software will also soon be added).</p> <p>Students are asked to attend school if they cannot access remote education at home.</p>			<p>classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>
<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote</p>	<p>Many SEND students are coming into school to access their education. Teaching assistants are also attending online lessons to support students and conducting one to one sessions.</p> <p>The SEN department continues to work with our staff to help them develop their resources and pedagogy for SEN students.</p>	<p>We are working with teachers to help them adapt their online pedagogy to support SEND students and guidance is being produced for all stakeholders on how best to support these students to maximise their potential via remote learning.</p>	<p>4</p>	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance for full opening f provides guidance on how</p>

<p>education, and ensuring pupils have access to the right hardware and software to support their needs.</p>				<p>schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>Attendance is taken for every lesson. Pastoral staff follow any absences with parents.</p> <p>The barriers to learning that specific students are facing is shared with pastoral and counselling staff as well SLT so that appropriate intervention can take place e.g. calling students into school to work under staff supervision.</p>	<p>We are researching analytic software to track engagement in much more detail to inform pedagogy and inform how best to intervene.</p>	<p>4</p>	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>

<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>A variety of different methods are used to effectively to assist pupils with SEND to maximise their potential. The SEND department are providing advice and guidance to staff to make their resources more accessible.</p>	<p>More research into assistive technology is needed.</p>	<p>3</p>	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>
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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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children 	<p>The school is following the normal school day. There are 7- 8 lessons taking place. Although these lessons are slightly shorter than normal t provide for breaks between lessons (requested via stakeholder surveys), staff are also providing homework. We have been providing more than the recommended minimum amounts since the first lockdown (see notes above)</p>		5	<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>

<ul style="list-style-type: none"> • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day 				
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>The remote curriculum is identical to the one being taught in school. Each department is reviewing its curriculum and adjusting it as necessary to take into account the different pace of lessons and pedagogy needed to ensure the optimal balance between breadth and depth of learning.</p>		5	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p>
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from</p>	<p>The school uses Google classroom and its associated websites. Lessons include live Google meets which often include breakout rooms. Staff also show video clips as needed. Assignments are also set to be completed independently to clarify understanding. All work is posted in the google classroom.</p>		5	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital platforms to support delivery

<p>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>An extension activities room provides stretch and challenge to students. Staff have been trained on using a variety of websites such as Nearpod, Peardeck, Edupuzzle, Educake, Doodle and Quizlet. These all support the learning of students. For Year 11 last year, we began sixth form courses as soon as the GCSE/ BTEC courses had been completed to enable students to have a strong foundation for success in the sixth form.</p>			<ul style="list-style-type: none"> • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. RNIB Bookshare, 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
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<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>We have upgraded to Google Enterprise to allow the use of polls. Staff are also using Google forms to assess understanding. Work is marked on Google classroom and feedback is also given verbally via the private comments aspect of an assignment. Staff are also assessing using websites like Kahoot and Blooklet to provide immediate feedback.</p>		<p>5</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the Remote education good practice guidance • assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>All guidance is read by senior leaders and discussed at SLT meetings. Training on a variety of websites has taken place. A blended learning classroom has been set up so that videos can be uploaded there for all staff to access.</p> <p>The blended learning SLT lead and co-ordinators have been appointed who ensure that training can take place for all staff as needed and research best practice and resources. Blended learning leads have also been appointed in every</p>		5	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p>

	faculty to disseminate training, best practice and resources.			The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources , including for children with SEND.
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to</p>	<p>As well as laptops, staff have been offered webcams, graphic tablets and headsets to help with their remote learning. In addition, we have access to online textbooks for most subjects.</p> <p>We continue to offer drop in sessions to train staff on the various aspects of remote learning.</p> <p>The SEND department continue to support staff to create accessible resources.</p>	<p>We continue to work with staff to ensure each member has a high level of digital capability.</p>	4	<p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with SEND.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a print disability.</p> <p>pdnet provides free training events for</p>

<p>support effective teaching practice remotely.</p>				<p>teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>The school has benefitted from the EdTech demonstrator scheme. Two members of staff are also attending a PAJES programme which enables staff from different schools to share best practice. We are soon to appoint a person specifically to research and disseminate the best global practice in digital learning.</p>		<p>5</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs • Maths hubs to improve maths education • English hubs to improve teaching of phonics, early language and reading in reception and year 1

				<ul style="list-style-type: none">• Computing hubs to improve the teaching of computing and increase participation in computer science
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Communication

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the</p>	Information has been sent to parents about the timetable being offered and how remote education will be carried out. We have uploaded training videos onto our school website to support parents and students to navigate our digital provision.	More information could be made available to parents as to how to support their children at home. This is an area for development which we will continue to address.	4	<p>Remote education expectations are highlighted in the guidance for full opening.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication</p>

<p>expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>				<p>policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19.</p>
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>As well as lessons taking place, we also have a pastoral check in. This allows students to speak to their pastoral lead and each other. Since upgrading to Google Enterprise, staff have been using breakout rooms to allow students to discuss information with each other to facilitate independent and peer learning</p>	<p>Staff are being trained in the best pedagogical digital practice to ensure lessons elicit active learning, are well-paced and include a variety of different activities and pedagogical approaches.</p>	<p>4</p>	

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>Cameras are turned on in lessons to allow staff to be able to see students so that any safety concerns can be reported. Any concerns teachers are raised on CPOMS as normal. Parents and students have been told to use the CEOP reporting link on the school website. Our safeguarding and child policies – available on our website - have been updated to reflect the fact that we now deliver lessons remotely.</p>		5	<p>GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19)</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>

<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Most students in Years 7-10 are using Chromebooks that are filtered through the school. We have written to parents and students about online safety. Just prior to lockdown we provided online safety training for staff, parents and students.</p>		<p>5</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools
<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Training was delivered by Barnet Local Authority in September 2020 and January 2021</p>		<p>5</p>	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data</p>	<p>All GDPR guidelines are followed and all staff have received training about them.</p>		<p>5</p>	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR

Protection Regulation (GDPR).				<ul style="list-style-type: none"> to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Students were trained in our online behaviour expectations and the information has been uploaded to the pastoral classroom. Staff are all aware of the behaviour policy and that they need to follow it.</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>