



Department
for Education

Harmondsworth Primary School 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.

Approach	Evidence
<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 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><u>See Harmondsworth Primary Remote Learning Policy</u></p>	<ul style="list-style-type: none">- Its Learning in place long term- All SLT oversee class pages and quality of remote education- All SLT watching video content- SLT joining live zooms- Teachers making support calls- TAs making support calls- SENDCO overseeing support for SEND- Additional learning packs sent to SEND- Sendco overseeing live contact from speech therapist and drama therapist to vulnerable pupils as well as remote contact from occupational therapist- Teachers able to contact children through 'It's Learning' to provide support and guidance
<p>Communication</p>	<p>Remote learning policy in place and ratified by Governors Oct 2020 and revisited in January 2021</p> <p>Remote learning produces and owned by all staff</p>

<p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Remote learning policy shared with parents during Autumn 2020 and on the website</p> <p>Policy written with knowledge of the EEF guidance</p>
<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 	<ul style="list-style-type: none"> - SLT monitoring staff workload. - Weekly/daily check ins to assess well being - Rota in place - All staff in during the week – equality and fair - All staff working remotely during the week also - Attendance officer has access to all relevant data when working remotely - Office manager has access to all relevant data when working remotely

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	Evidence
<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> <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	<ul style="list-style-type: none">- HPS is a one form. Staff have a good understanding of the pupils' home environments and situations- All pupils have been encouraged to use the learning platform from March 2020- All pupils have had homework set on this platform during the Autumn Term- Laptops, IPADs and SIMS have been lent to families- Weekly/ twice weekly calls to all Parents/Carers from teachers- TAs calling pupils who require more support- Family support worker calling families who need more support- Drama therapist working with pupils- Alternative means of contact (e.g. e-mail) made when unable to reach parents / carers
<p>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</p>	<ul style="list-style-type: none">- Laptops, IPADs and SIMS have been lent to families- Arrangements are in place for some families to access paper packs alongside the virtual learning platform- Some pupils finding it difficult to learn at home (not in vulnerable categories) invited into school where possible

<p>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>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 education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<ul style="list-style-type: none"> - Sendco keeping in contact with parents/pupils - Weekly calls to Parents/Carers from teachers - TAs calling pupils who require more support - Family support worker calling families who need more support -Drama therapist working with pupils - Speech therapist providing support - Family support worker
<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>	<ul style="list-style-type: none"> - Regular use of features on the VLE to see when pupils are logging in and what tasks have been completed - Phone calls home to follow up - Support plan put in place -
<p>Pupil digital skills and literacyThe school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<ul style="list-style-type: none"> - Phone calls and regular contact - Offer school place where possible

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	Evidence
<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• Key stage 2: 4 hours a day• Key stages 3 and 4: 5 hours a day	<p>See HPS remote learning policy for details of work set</p> <ul style="list-style-type: none">- Extensive work is set daily- KS1 3 hours and KS2 4 hours
<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</p>	<ul style="list-style-type: none">- The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.

<p>class, one that is similar but adapted or one that is completely different.</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 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 school uses a VLE 'It's Learning'.</p> <p>See HPS remote learning policy for details of work set but main features are:</p> <ul style="list-style-type: none"> - Recorded lessons - Narrated PowerPoints - Weekly catch up Zoom sessions - Links to pre-recorded lessons e.g. Oak Academy, White Rose, Twinkl - Use of BBC Bitesize, White Rose, Oak Academy, Times Tables Rockstars, Epic books, Spelling Shed, and Charanaga. - Remote interventions- Reading plus, Maths 123, 1:1 reading, 1:1 support with lessons - Differentiated tasks <p>Tasks are online and on paper</p> <p>Time is given for pupils to complete tasks and assignments independently.</p>
<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>Feedback is provided in a number of ways</p> <ul style="list-style-type: none"> - On digital assignments - Work uploaded - In discussions/messaging on the VLE - Verbal feedback on the VLE - Over the phones <p>Via email</p>

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Evidence
<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>school staff are aware of (and how to access) resources available to support remote teaching.</p>
<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 support effective teaching practice remotely.</p>	<p>-Staff have access to the digital resources and tools</p> <p>-Staff have the appropriate training</p>
<p>Strategic partnerships</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.

School has links with:

- LGFL
- Maths hub
- English hub
- Small school's partnership
- Hillingdon Primary Forum
- Some national Headship groups
- White Rose

DRAFT

Communication

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

Approach	Evidence
<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 expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<ul style="list-style-type: none">- VLE 'It's Learning' has been in place since February 2020 until the present. Also used for homework throughout Autumn 2020- Remote learning policy in place- Review of remote education in place- Pupils familiar with the content, layout and structure- Pupils have been using since February 2020
<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>	<ul style="list-style-type: none">- Pre-recorded videos- Regular phone calls to SEND and vulnerable pupils (3-5 times a week)- Some interventions for SEND pupils are continuing- Messaging and discussion options on 'It's learning'- Discussion- Shared work- Celebration of work- Zooms- Live features e.g. Spelling shed- Participation in national/ local events e.g. Safer internet day, Mental Health Week

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	Evidence
<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>	<ul style="list-style-type: none">- Weekly calls for all pupils/families- Monitor activity on 'It's Learning'- All conversations recorded on google forms- Any concerns logged on CPOMS- Door knocks if we are unable to make contact- VLE platform- 'Its Learning' secure- Safeguarding in place for zooms
<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>	<ul style="list-style-type: none">- Live only used for once weekly class catch up- Zoom policy in place- Home /School Agreement in place- 2 staff adults on every Zoom

<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>	<ul style="list-style-type: none"> - Remote learning has been set up to be manageable and sustainable - All staff have undertaken mental health training. - There are 3 MHFA trained in school - Play therapist working with pupils 1.5 days a week - Phone calls 1:1 for parents and children from teachers, TAs, Welfare, Family support - Places offered where possible - Family support worker
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<ul style="list-style-type: none"> - 'It's Learning' meets all GDPR requirements. Linked with LGFL.
<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>	<ul style="list-style-type: none"> - Remote learning policy in place - Pupils aware of expectations - Its learning discussions are public and checked - Any inappropriate behaviour is followed up - Zoom Policy - Home school agreement



Department
for Education

© Crown copyright 2021

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3
email psi@nationalarchives.gsi.gov.uk
write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus
download www.gov.uk/government/publications

Reference: DfE-00004-2021



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk