



Long Ditton Infant and Nursery School Review of Remote Learning Opportunities

This framework, provided by the DfE, has been used to help Senior leaders and Governors:

- Identify the strengths and areas for improvement in our school's remote learning provision
- Find resources (including training), guidance

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.

Leadership

The Senior Leadership team at Long Ditton Infant and Nursery School have worked with the teaching staff to ensure there is a vision and clarity for our remote learning offer. The SLT are aware of challenges for children, parents and carers and the teaching staff and seek to address these.

Approach	Strengths	Gaps	Actions and Next Steps	Score
<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</p>	<ul style="list-style-type: none"> Feedback from March Lockdown was considered early on in September to ensure we had a plan in place to support remote learning We aimed to build on what parents already knew and so use Tapestry as our primary remote learning communication. This was following feedback from parents and carers who liked the fact that it was easy to watch and upload videos and work and the staff because they could upload videos and feedback back to specific children about their work The Head teacher and Deputy Head teacher have overall responsibility for the home learning and regularly monitor 	<ul style="list-style-type: none"> Initial feedback monitoring from parents identified too much work was being sent home and parents were unclear of expectations of how much work to complete. Teaching staff created 'expectation' guide, linked to the DfE guide, to help parents and carers have a clearer understanding Feedback from Lockdown 1 indicated that SEND pupils and parents needed more support. Our aim is to 	<ul style="list-style-type: none"> Continue to monitor and feedback to staff to continue to improve remote learning offer Investigate remote learning using live lessons with younger children Review guidance on how to remain cyber-secure Cyber security in schools: questions for governors and trustees 	4

<p>curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>lessons, feedback and how effectively the form is being used</p> <ul style="list-style-type: none"> • Initial aims for remote learning communicated to all parents via parent mail and the weekly newsletter. Place on our website. • Improvements to our offer are made following parents suggestions, teacher feedback and delivery. Improvements are communicated via the school newsletter 	<p>ensure all SEND pupils are back in school</p> <ul style="list-style-type: none"> • Following feedback from Lockdown 1 parents are keen for live lessons, however teaching staff are unsure of the safety of these both for the children and adults. 		
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<ul style="list-style-type: none"> • Information sent out to all stakeholders in September and updated following improvements after Reception remote learning requirement in October 2020 • Meetings with staff to ensure they are confident and supported with remote learning • Weekly updates in the Newsletter about the remote learning including what is going well and what we are doing to improve 	<ul style="list-style-type: none"> • Following feedback some parents and carers compare different year groups and expect the same for all 	<ul style="list-style-type: none"> • Letters to individual year groups explaining in more detail each Year groups specific aims 	<p>4</p>
<p>Monitoring and Evaluating</p> <p>The school has</p>	<ul style="list-style-type: none"> • Remote education forms part of appraisal targets for all staff 	<ul style="list-style-type: none"> • Feedback from Lockdown 1 identified that capacity and 	<ul style="list-style-type: none"> • Ensure that any changes due to increasing 	<p>4</p>

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

- Daily attendance figures uploaded to DfE, including for children in care
- Parents emails regarding what is going well and what is challenging fed back to staff
- Protected break times and lunchtimes for teaching staff – additional release built into weekly timetable alongside protected PPA.
- Non-urgent meetings cancelled
- National College for Learning used to develop skills for staff made available for all staff (links to appraisal)
- Training by Reception Team on how to use Tapestry effectively
- Feedback from all stakeholders from March Lockdown considered via online survey & future surveys planned
- Weekly meeting with teaching staff to share concerns and discuss possible changes and adaptations (eg. Increasing numbers)

structuring change needs plenty of time and staff should be consulted in this

numbers/delivery of lessons etc are taken at an appropriate level consulting with staff

- Time given to implement these changes effectively before making more changes

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

- Feedback from Lockdown 1 identified that nearly all children have access to internet. Those who do not will be given the means to do so (Chrome books and Internet access cards)
- Feedback identified that some parents felt under pressure from the amount of work to complete at home
- Survey of internet access at home
- Weekly assemblies on the Value of the month and Jigsaw themes
- Expectations shared in letters and in the weekly newsletter with parents regarding timetables, concentration times, working on their own, the age of our children, how long to expect focus to last, importance of maintaining a clear routine e.g. getting dressed
- Home School Link Worker drop in clinic sessions for parents to discuss challenges being faced

- Chrome books have now been given to families who require them
- Phone calls to continue to encourage children who are struggling to engage

- Continue to investigate ways to include live sessions
- Learning to learn information for parents and carers and expectations of children in EYFS/KS1
- Consider The Education Endowment Foundation metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning (age appropriate)

	<ul style="list-style-type: none"> • Each child will receive three feedback comments a week and all work will be seen • Email provided for all parents and children to contact teachers • Weekly Celebration assembly for all children to highlight successes both in and out of school • Curriculum continues to be broad and balanced • Phone calls to children who may be struggling to engage 			
<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.</p> <p>Leaders have made suitable alternative arrangements to minimise the impact of these limitations,</p>	<ul style="list-style-type: none"> • Following Lockdown 1 school applied for free laptops from the Government (7 received based on PPN) • Laptops have been updated and sent out to children who need them • Priority for the laptops will be given to vulnerable pupils who are not in school • Commitment from teaching team to ensure all children have chrome book to use at home and SLT to ensure chrome books in school can be shared if needed 	<ul style="list-style-type: none"> • Parents have expressed that they can be feeling vulnerable to pay for any damage to equipment and so have been reluctant to take one 	<ul style="list-style-type: none"> • Ensure parents are reassured to take a chrome book that we will support accidental damage costs 	5

<p>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>to ensure access to the internet and devices</p>			
<p>Supporting Children with Additional Needs</p> <p>Supporting Children 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,</p>	<ul style="list-style-type: none"> • Children with additional needs receive regular check ins from the class teacher • SENDCO phone calls to anyone on the SEN register not attending • All EHCP children expected to attend • Work packs provided to those who need it or who request one • EAL children have access to recorded sessions to review and repeat. TA who speak language to support families by phone to ensure they have all they need to access the learning • DSL phone calls to small percentage of children who may be causing concern due to lack 	<ul style="list-style-type: none"> • Following Lockdown 1 we identified specific needs from EAL families are to do with different expectations of home learning (readiness to start school different in different countries) This led to minimum expectations being applied to ensure children are accessing education at home 	<ul style="list-style-type: none"> • Consider creating a range of SEND resources for the children at home 	<p>4</p>

<p>and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>of engagement. Encouraged to attend if not able to access home learning</p> <ul style="list-style-type: none"> Differentiated phonics and reading provided 			
<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"> Daily attendance returns Weekly meetings identifying any children causing concern due to lack of engagement in the home learning on Tapestry Teachers monitoring weekly engagement and those children who not engaging at all Emails sent to ask if there are any challenges that we can help with and to ascertain why children are not engaging Phone call follow up conversations, again to offer help and advice and to try to understand the barriers to engagement Education Service contacted if there is a concern over engagement or attendance 	<ul style="list-style-type: none"> Teachers offer more tailored approach to those children who need it to encourage engagement in the learning 	<ul style="list-style-type: none"> Advice referenced on how schools should monitor engagement remote education expectations guidance reviewed and actioned 	<p>4</p>
<p>Pupil digital skills and literacy</p> <p>The school supports</p>	<ul style="list-style-type: none"> Weekly monitoring of engagement ensure children are able to use technology 	<ul style="list-style-type: none"> Assistive technologies for helping pupils with 	<ul style="list-style-type: none"> Research into ensuring children with SEND or EAL 	

pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	<p>appropriately and ensures issues are addressed in a timely manner</p> <ul style="list-style-type: none"> Where technology is used to support the school's remote education provision, we have provided practical support and guidance to parents and pupils on how to use the technology (Support for using Tapestry, Purple Mash, Education City) 	SEND or EAL from home	can access the remote learning offer in a different but more suitable way	
---	--	-----------------------	---	--

Curriculum planning and delivery

Long Ditton Infant and Nursery School has well-sequenced curriculum that supports blended teaching and learning, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home. We have ensured we have the relevant resources in place to deliver the curriculum remotely.

Approach	Strengths	Gaps	Actions and Next Steps	Score (1 to 5)
<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</p>	<ul style="list-style-type: none"> All pupils have a timetable of lessons for each day equivalent to our usual timetable Expectations of what the children should do have been shared with parents and carers We ensure that our remote learning is as broad and 	<ul style="list-style-type: none"> Following feedback from Lockdown 1 we have introduced one learning platform that all learning is delivered through. 	Monitor the engagement of hard to reach families and those who are finding engagement from home difficult. Weekly meetings to discuss children causing concern and actions to help support children and parents and carers.	5

<p>minimum: Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</p>	<p>balanced as the teaching in school</p> <ul style="list-style-type: none"> • We take when planning our remote lessons to make sure teaching is clear and concise and the learning is set to fulfil the government's expectations for learning time balanced with the needs of parents and carers working from home with young children to support • Teachers collaborate within year groups to adapt their original medium term planning, to better suit the home learning environment (use of resources at home etc) • Planning is shared weekly with parents and carers so that children have a clear sequence of learning • The remote curriculum is identical to the one taught in school with some adaptations to teaching and learning resources so they can be delivered online at home • Whole school themes and learning will offered to enrich our curriculum (charity fundraising, whole school Yoga, assemblies etc) 	<ul style="list-style-type: none"> • Staff shielding at home are used to make more personal phone calls to children we are concerned about to ensure they are engaging in the home learning • We are aware that for some families the Government expectations can seem unmanageable. We aim to support families as much as we can to help them understand that all children are different. 		
--	---	--	--	--

	Each year group sets their curriculum offer out that includes specific reference to each subject (how many lessons each week, how many recorded lessons etc)			
<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 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</p>	<ul style="list-style-type: none"> • Our remote learning offer is delivered using Tapestry. Parents and carers are familiar with Tapestry as we use this already to support assessment in Reception and Nursery • Our offer includes recorded teaching and independent tasks such as linked worksheets, asking children to demonstrate skills or knowledge by recording videos or pictures and quizzes. Links for learning to Education City, Purple Mash and Discovery education are also used to support the remote learning of our children and to add a more varied diet of learning online • For phonics differentiated group work will be provided through Tapestry to provide specific, targeted learning support for children 	<p>In Lockdown 1 books were provided at first but this was felt to be encouraging people to leave their homes- we needed to consider other ways for children to access relevant books. Oxford Owl and other similar online book stores were shared with parents and carers via the Newsletter.</p> <p>We also plan to scan in phonics books to enable more differentiated phonics teaching</p>	<p>Consider live sessions for children to be able to make contact with the teachers.</p> <p>SENDCO to meet with staff regarding how to develop meeting the needs of our SEN children</p>	5

<p>and accessibility for all pupils, including those with SEND.</p>	<ul style="list-style-type: none"> • Links to other on line providers are given including Oaks National Academy, BBC Bitesize, are used to add depth and choice for parents and carers 			
<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>	<ul style="list-style-type: none"> • Teachers will mark in detail three pieces of work for each child uploaded each week. This marking will include a next step for something the child can do better as well as a well done for something they have demonstrated • All submitted work receives feedback – this may be in a ‘like’ to show it has been seen by a teacher for individuals or whole class comments sent to all children about the work they have completed • Post cards will be sent home to those the teachers feel have made great progress, tried hard or have achieved something special • Weekly assembly celebrating achievements • Daily recorded stories used to give address whole school themes and topics 	<p>Teachers have identified that this kind of assessment is good for individuals but we need to develop a more formal summative way of assessing and feeding back this information to parents and carers</p>	<ul style="list-style-type: none"> • Discuss with other schools how they are going to manage formative assessment • STA – guidance on summative assessment during remote learning • Parents evening options – consider video conferencing rather than phone calls 	<p>3</p>

	<ul style="list-style-type: none"> • Weekly meetings addressing any children causing concern • Any children not accessing the Tapestry platform and using printed work set by the school will receive feedback on the work returned to school weekly 			
--	--	--	--	--

Capacity and capability

At Long Ditton Infant and Nursery School we recognise that the size of our school can affect our capacity. All of the teaching team have committed to providing remote learning and the Senior Leadership Team endeavour to ensure sufficient time is given to all staff to do this.

Approach	Strengths	Gaps	Actions and Next Steps	Score (1 to 5)
<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>	<ul style="list-style-type: none"> • The SLT have ensured all guidance and expectations have been read and cascaded to relevant staff • Support has been given as needed • Resources had already been purchased in anticipation of further lockdown/bubble closure • Weekly meetings to ensure any issues are raised and addressed and to cascade what is working well to all staff 	<p>Time to cover teaching staff to ensure they can use the resources available to improve their remote learning skills in a way that is effective and purposeful to their teaching and learning practise</p>	<ul style="list-style-type: none"> • Maintain networking opportunities, meetings and look for ways to provide peer support/observations • Research funding schemes to help provide release time for teachers 	4

	<ul style="list-style-type: none"> National College for Learning available for staff to improve skills 			
<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>	<ul style="list-style-type: none"> All staff can access school systems remotely and have had some support and training Additional resources purchased to support e.g. chromebooks, web cams, Time allocated through staff meetings and phase meetings to launch new technologies and support with implementation (Tapestry training, video transference) 	<p>Time to embed and reflect on the teaching practice for remote learning.</p> <p>Time dedicated to research and improve practise – meeting with other schools, training, building on strengths</p>	<ul style="list-style-type: none"> Where possible include dedicated training time for staff to reflect on their own and others practise Create a ‘what works best’ document for the teaching staff to help guide and follow 	4
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known</p>	<ul style="list-style-type: none"> Through networking with other schools, including ELT and partner school, best practice continues to be shared and developed 	<p>Time for teaching staff to virtually meet, share and learn from experiences and build on best practise</p>	<p>Continue to promote through the ELT networking across the schools where possible to build on best practise and practical ideas about what has worked well</p>	4

gaps, including via established school to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.

- HT/DHT attends regular briefings from Surrey, Safe, NAHT and ELT
- SENDCO attends regular SEND meetings, completing the NASENCO award
- Chair of Governors continues to support school via regular remote check-ins
- HT attends ELT HT group - ensuring regular opportunities to network and feedback successes and EBIs
- Where possible subject leads attend network meetings when they are run
- Maths Mastery - two teachers continue to attend where this is run virtually

Communication

The school maintains strong communication with children, parents and carers and continues to work in partnership with third parties and professionals.

Approach	Strengths	Gaps	Actions and Next Steps	Score (1 to 5)
<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>	<p>Clear teaching and learning plans communicated weekly through Tapestry. Feedback from Lockdown 1 identified parents would like the work set to be uploaded on the Friday before the following week so that they could read, print and prepare for the learning over the weekend.</p> <p>Majority of parents and carers already used to using Tapestry as a way of communicating and uploading evidence to the teachers.</p> <p>Class emails for more personal or immediate responses and advice</p> <p>Weekly newsletters providing encouragement and reminders of expectations for learning</p>	<p>Workshops to help parents and carers offered in specific teaching and learning strategies from home that could help</p>	<p>SLT to reflect on the work load reduction tool kit</p> <p>Review The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>	4

	Newsletter reminders of the expectations of the age of our children			
<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>Opportunities for all pupils to have work shared and recognised either in class or as a whole school in assemblies.</p> <p>Teachers show videos to children in class from children at home.</p> <p>Whole school projects such as Value of the Month, Eco Schools, Morning March, Friday Feel Good Dance.</p> <p>Weekly telephone calls to those SEND children not back in school to continue to encourage attendance and offer support</p> <p>Three assemblies each week by Senior Leaders</p>	<p>Following well received weekly telephone calls during Lockdown 1 we would like to investigate and develop ways of live interactions, keeping this safe for children and staff and age appropriate</p>	<p>Continue to share good practise from other settings – Yarn Bombing, Decorating the outside of the school etc</p>	4

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	Actions and Next Steps	Score (1 to 5)
<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>Regular mentions in the weekly Newsletter about e-safety and where to go for advice and help</p> <p>Safeguarding update for Covid 19 added to Safeguarding Policy</p> <p>System of reporting safeguarding concerns created and shared with all staff</p> <p>CPOMS available online so can be accessed at home and school</p> <p>3 DSL's continue to monitor children causing concern</p>	<p>Develop guidance and understanding of live sessions over the internet regarding safety of children and staff</p>	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p>	4

	Weekly Children Causing Concern meetings and follow up actions/results recorded			
<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>Pre recorded lessons shared on Tapestry and require password log in access. No children are be recorded by the school.</p> <p>Uploaded videos on Tapestry can only be seen by the teacher</p> <p>Updated policy and Acceptable Use Agreements signed</p> <p>Training with teachers on best practice (provided by the NCL)</p>	<p>Further develop understanding of safety issues for live streaming</p> <p>Agreements to ensure nothing live is recorded</p> <p>Two members of staff present when live streaming</p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) 	4
<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>Tapestry allows teachers to see and communicate with children each week</p> <p>Children causing concern weekly so that staff can discuss who they are worried about and actions can be put into place to support</p> <p>Opportunities each week to feel part of something bigger and still connect with the school</p> <p>HSLW offer weekly sessions to parents and carers to</p>	<p>No live streaming during lock down 1 due to safeguarding concerns – these need to be addressed by staff to ensure confidence</p>	<p>SLT to review guidance below and add ideas/suggestions to staff to help</p> <p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>	3

	<p>discuss issues and offer sign posting and support</p> <p>Continuing Jigsaw and Values themes at home and at school</p> <p>Certificates, Stars and well done mentioned in the Celebration assembly each week</p>			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>School uses Satswana as our DPO</p>	<p>DSL to include security as part of Governor report</p>	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> with data protection activity, including compliance with GDPR <p>to be cyber secure</p>	4
<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>Rules for any live sessions shared with parents and carers.</p> <p>We expect an adult to always be present with their child during a live session</p> <p>School behaviour expectations embedded for any live sessions through reminders about expectations at the beginning of sessions</p>	<p>We have only completed a small number of live streaming sessions and so will need to monitor this and adapt as issues arise.</p>	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>	3



Department
for Education