



REMOTE LEARNING

SCHOOL SELF-EVALUATION SUMMARY (SES)

SUMMARY

The Senior Leadership Team (SLT) has conducted a review of the school's provision for remote learning in line with the DfE non statutory guidance. This audit document sets out the school's self-evaluation judgements using the criteria from the DfE document.

1. LEADERSHIP

The Senior Leadership and Management Team (SLT) and governing body have made their best endeavours within their resources to put into place effective strategies for remote and home learning during the partial closure of the school due to the government CV19 pandemic lockdown.

1. The SLT has been successful in managing and responding to the frequently changing contexts and demands that have been, and are being made, upon the school and all of its members of staff.
2. The SLT has been successful in keeping safeguarding as its highest priority and it has ensured that its provision for remote and home learning is in line with its safeguarding policies.
3. Within the available resources, the SLT strategy for remote learning is successful in providing a planned curriculum that is meeting the requirements set out in the school's Curriculum Policy, for all children, including vulnerable children and children with SEND.
4. The SLT has ensured that governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication, effective use of the school's website and by providing regular updates.
5. Effective strategies and practices for remote education have been successfully in put into place since the beginning of the lockdowns from Spring 2020.
6. There is an effective plan in place for remote education and a senior leader with responsibility for the quality and delivery of remote education has been nominated (Miss Sharkey).
7. The SLT strategies are very effective and working well. They are successfully supporting teachers' best endeavours to provide continuity to children's education during the lockdown.
8. The SLT is successfully using the School Self-Evaluation Policy and strategy to monitor, evaluate and review the provision.
9. The SLT has a clear understanding of the impact on staff work-load and is ensuring that teachers and all staff members are well supported.
10. The evidence from School Self-Evaluation shows that the SLT strategies are embedding and that they are effective. There are emerging examples of best practice.
11. Feedback from parents and children has been very positive and they value the provision that the SLT has made for education at home during the pandemic.

2. REMOTE LEARNING and CHILD ENGAGEMENT

1. The SLT has put appropriate and successful policies and strategies in place to underpin remote learning.
2. The school is using its resources and best endeavours to provide and teach a planned and well-sequenced curriculum to those children who need to be educated at home.
3. Leaders ensure that staff are teaching the same curriculum remotely as we do to those children still attending in school.
4. The SLT has successfully ensured that the DfE guidance for safeguarding and safe remote learning underpins all of the school's policies and practices.
5. The teaching provided by remote learning is successful in ensuring that knowledge, skills and understanding are taught incrementally so that children make good progress with the school's curriculum.
6. The SLT is using its best endeavours within its resources, to overcome any barriers to digital

access for children. It encourages parents to alert the school to any problems and it works with them to resolve them. Free laptops have been provided to identified families.
7. The school is providing appropriate resources to structure learning, to keep children on track and to assess their progress.
8. The school has put in to place systems for checking regularly whether children are engaging with their work and making progress. We offer parents/carers appropriate support and advice where engagement is a concern.
9. Leaders have asked parents/carers to make the school aware of any limitations to access remote education provision and where this has been the case they have used their best endeavours to make suitable alternative arrangements to minimise the impact of these limitations.
3. CURRICULUM PLANNING AND DELIVERY
1. The school has a well-planned and well-sequenced curriculum that supports remote learning and it has the relevant resources in place.
2. The school is using its best endeavours within its resources, to overcome any barriers to digital access for children.
3. The school is providing appropriate curriculum resources to structure learning to keep children on track and to assess their progress.
4. The school has put in to place systems for checking regularly whether children are engaging with their work and making good progress. Teachers offer appropriate support and advice where engagement is a concern.
5. Teachers set meaningful and challenging work in an appropriate range of subjects for all children according to their age, ability, aptitude and needs.
6. The school provides a minimum of 3 hours a day on average across the cohort in KS1, with less for younger children.
7. The school is using its best endeavours to secure the educational provision of children with SEND and vulnerable pupils.
8. The school has effective strategies in place to monitor how well all children are progressing through the curriculum.
9. Teachers provide regular feedback to children and parents and the SLT has put into place channels of communication to encourage and support parental participation in remote learning.
4. CAPACITY AND CAPABILITY
1. The SLT has successfully ensured that all members of staff are well supported during the changes and increasing demands that have been made on them. They have helped them to successfully respond to the needs of children, the curriculum, technology, communication and teaching and learning during the lockdown.
2. All staff are aware of the guidance and resources available to support remote teaching.
3. All members of staff have access to the appropriate digital resources and tools they need to successfully teach and support children learning remotely at home.
4. Members of staff have had the appropriate training and support to enable them to use digital tools, platforms and other resources, to ensure that they continue to provide effective teaching remotely.
5. COMMUNICATION
1. The SLT has successfully established effective means of communication with children, parents/carers during the lockdown. The school also continues to work effectively with appropriate external agencies.
2. The effective procedures and strategies put into place by the SLT are fully embedded, and there are emerging examples of best practice.
3. Parents/carers have clear guidance on how to support their children at home, and this is aligned to the policy for remote education and other information published on the school's website.
4. Effective communication with homes and the successful working partnership with parents ensures that parents and children understand the school's expectations and they know how to successfully participate in remote education.
5. The school has put into place effective strategies that enable all pupils, including those with

SEND and vulnerable pupils, to join in a range of supportive, shared learning and activities to maintain a sense of community and belonging.

6. The school has an effective policy and strategy to ensure that statutory GDPR requirements are met.

6. SAFEGUARDING AND WELLBEING

1. The SLT has successfully ensured that all safeguarding and well-being policies and practices are fully in place and the safety of all in the school community underpins all that we do to successfully provide high-quality, remote learning during the pandemic.

2. The school's well-established and effective policies for safeguarding, safe use of the internet and remote learning ensure that there are clear safeguarding protocols in place to keep all children safe.

3. The SLT has been successful in ensuring that all members of staff maintain effective safeguarding arrangements whilst also providing high-quality remote learning and supporting wellbeing.

4. All staff are using their best endeavours to identify potential wellbeing or mental health issues and then to work with the SLT and parents and any relevant outside agencies to respond quickly and effectively.

5. Teachers and staff maintain regular contact with all children, particularly the most vulnerable.

7. BEHAVIOUR

1. The school policies for behaviour and safe internet use apply at all times both on site and for remote learning.

2. Children know and understand that the behaviour policy with its very high expectations applies both in school and during remote learning and teachers will monitor and enforce the policies.

3. Teachers and parents work in partnership successfully to ensure that good and positive behaviour underpins remote learning just as it does on site in school. The high expectations are being maintained.

OVERVIEW

- This self-evaluation confirms that the SLT working in partnership with staff, governors, parents and children, have successfully responded to the extraordinary challenges of the pandemic and consequent lockdown.
- The SLT and governors have successfully put into place effective strategies for dealing with the frequent and constant changes in DfE policy and increasing demands that those changes have imposed on the school.
- The SLT, school and governors have responded to the challenges by quickly, efficiently and effectively establishing high quality remote learning for all children.
- They have worked in supportive partnership with parents to ensure that all children benefit from a curriculum, teaching and learning that meets their needs well.
- This self-evaluation confirms that the school's provision for remote learning meets all of the criteria set out in the DfE non statutory guidance
- Parent comments (January 2021):

'I would like to thank you all for your hard work to keep working with the children, keeping them busy and learning during this difficult time. The children have been doing a mixture of school time and remote learning but when at home they love the daily calls with their teacher and having the opportunity to interact with them and their friends! Seeing their teacher and hearing how pleased they are with the work they are doing really keeps them motivated so thank you'
(F2)

'Thank you for your ongoing support and the fantastic job all of you are doing throughout this crisis.' (F2)

'I would like to say how impressed the school are handling the situation and am happy that the children are in a safe environment in the School. Thank you for your continued support, (Y2)

'You all are doing amazing jobs couldn't thank you all enough :)' (Y2)

The morning and afternoon sessions are fabulous and the teachers make all the children feel welcome and included' (Y1)

Just to say a massive thank you to you all at St Johns, you are all working incredibly hard and it is really appreciated. The teachers have been amazing!' (Y1)

Date: Self-Evaluation Completed by SLT on 22.01.2021

Date: Shared with staff 25.01.2021

Date: Date Reported to Governors 26.01.2021

Date: Date of Next Review – 10.02.2021 (Review completed)
01.09.21 (Review completed)