

LPGS Remote Learning Framework – January 2021

1. Leadership

School leaders have a clear vision and approach for remote education and maintain awareness of any issues or barriers related to effective delivery.

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 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>Planned curriculum is being delivered</p> <p>Hard copy resources at home with all students</p> <p>Balance between live learning and remote teaching in place to support student and staff well-being</p> <p>Learning opportunities being taken e.g. Holocaust memorial Day</p> <p>System for sharing technological solutions and developments in place and producing rapid improvements</p> <p>LSA support in lessons continues to be provided remotely</p> <p>On site support for identified SEN/ vulnerable students as appropriate</p> <p>Remote Teaching Plan links to T and L strategic aims, DfE guidance and EEF rapid assessment review findings</p>		5	N/A

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.
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Daily communications via tutor briefing / daily briefing</p> <p>Weekly parental communications</p> <p>Biweekly student and parent surveys</p> <p>Live Q&A events for big announcements / changes</p>	N/A	5	N/A
<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>Monitoring attendance to every lesson through Insights.</p> <p>Follow up to all absences- pastoral follow up for all absences</p> <p>Absence communication with staff and parents operating in normal way</p> <p>Excellent attendance in every year group</p> <p>Academic Support Meetings provided for targeted students.</p>		5	

<p>2. Remote education context and pupil engagement</p> <p>Approach</p>	<p>Strengths</p>	<p>Gaps</p>	<p>Score (1 to 5)</p>	<p>Potential actions and resources if score is 1 or 2</p>
<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 	<p>Student IT audit undertaken.</p> <p>Laptops provided for vulnerable.</p> <p>Subsidised laptops for Pupil Premium & 16 - 19 students.</p> <p>Academic Support Meetings to support vulnerable students in managing time/ learning.</p> <p>ICT support for students who are having ICT issues from home.</p> <p>“How to” guides for parents.</p>			<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 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 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>All vulnerable students provided with loan of new laptop</p> <p>Sixth Form students offered opportunity to hire purchase</p>			<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual 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>Remote support in place in lessons for EHCP/ high needs SEN</p> <p>Virtual 1:1 support for EHCP students.</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>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>	<p>Targeted intervention sessions on line in small groups e.g. SpLD and core subject intervention.</p> <p>Work packs provided to most vulnerable/ SEN.</p> <p>Wellbeing calls- frequency depending on data/ level of vulnerability/ engagement.</p> <p>Continued with annual reviews/ statutory duties linked to most vulnerable included PEPs</p> <p>Remote SALT/ Counselling sessions have continued remotely.</p> <p>Academic Support Meetings tailored to individual needs.</p> <p>Wellbeing tips for parents/ carers on daily briefing.</p>			<p>The guidance for full opening f provides guidance on how 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>Comprehensive attendance monitoring systems in place,</p> <p>Use of Insights to drill down on attendance and engagement data.</p> <p>Robust immediate response to lack of attendance to live lessons- email to parent/ carer.</p> <p>C2L data based on engagement in lessons.</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>Breakout rooms used to support groupings and support for SEN students.</p> <p>Use of iPads/ Laptops and Teams to facilitate learning sessions (small group/ 1:1).</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>

3. 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.

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>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>5 hours of contact time with students per day</p> <p>Full curriculum has been maintained</p> <p>Where not suitable to live lessons, alternative project-based work has been developed</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>
<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>Remote Teaching Plan links to T and L strategic aims, DfE guidance and EEF rapid assessment review findings</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>

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.
<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>Teaching and Learning in Lockdown plan in place dealing with practicalities of remote teaching and learning</p> <p>Weekly T and L Updates contain ideas and practical support. Example here</p> <p>Firefly- SEN section</p> <p>Non-compulsory curriculum: 3pm – 6pm Enrichment offer (Firefly Extra-curricular section)</p>		<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 • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <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 - free for any pupil with dyslexia or visual impairments</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>All departmental approach to marking and feedback co- created with Heads of Faculty</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>

4. Capacity and capability

Schools support staff to deliver high-quality remote education.

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>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>Student Support: Increase in frequency of team meetings to ensure cascading of information around resources to support learning.</p> <p>See above</p> <p>Continued optional CPD available to all staff to support delivery of online lessons</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>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</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</p>	<p>Whole staff inset Days focii have been: digital tools, literacy, differentiation, feedback, teaching in Covid</p> <p>Regular CPD every Wednesday - ongoing</p> <p>Wide range of ongoing remote CPD opportunities/webinars available</p>			<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</p>

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.
<p>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>Weekly Teaching and Learning updates offer support across a wide range of topics</p> <p>Wide ranging tech support on VLE</p> <p>Appointment of T and L Tech lead</p> <p>Differentiation CPD training offered to all staff Jan 2021.</p> <p>Wider staff training on using digital platforms and accessibility for SEN e.g. breakout rooms/ use of MS Teams whiteboard.</p>			<p>accessible digital books for schools, colleges and universities, free for any pupil with a print disability.</p> <p>pdnet provides free training events for 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>NQT Book Group across both secondary schools – focusses on support by reflecting on practice</p> <p>Shared lessons resources used occasionally (Oak National Academy)</p> <p>Shared CPD offer from Greenshaw Learning Trust</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 • Computing hubs to improve the teaching of computing and increase participation

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.
				in computer science

5. Communication

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

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>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>Student Support team involved in parents evenings.</p> <p>Support via Daily Briefings</p>			<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 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>75% of lessons are live.</p> <p>Daily assemblies are interactive and include competitions and celebration.</p> <p>Social media accounts used to share successes and celebrate achievements or community events.</p>			

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.
Events pertinent to specific Key Stages such as Y9 Options, Y6 & Y11 Open Events to support transition	In-school events replicated as live events. Presentations on Firefly. Live Q&A sessions made available to families regarding the schools COVID plans and Examinations			

6. Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

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
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 that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.	School safeguarding email- can be accessed by parents/ carers. All safeguarding concerns recorded on CPOMS- can also be accessed remotely. All staff provided with updated safeguarding training and repeated			GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19) Schools should also refer to statutory guidance for schools and colleges on safeguarding children.

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.
		<p>where staff join part way through a year.</p> <p>Safeguarding meetings fortnightly.</p> <p>Safeguarding is a standing item in briefings- weekly.</p> <p>Safeguarding guidance provided for remote education.</p> <p>Weekly vulnerable student meetings (VSM) and bulletin for staff identifying vulnerable students and strategies to support.</p> <p>Safety plans where appropriate- amended and under review as appropriate.</p> <p>All students with a social worker were offered an in school place.</p> <p>Safeguarding audit in Oct 2020.</p> <p>All bereavements recorded on CPOMS and response provided with signposting to support services.</p>		

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.
	<p>New bereavement policy written 2020.</p> <p>All students with a social worker offered on site provision.</p> <p>Added “contact during closure” tag on CPOMS.</p> <p>Been working with children’s society and WAGN to support targeted students.</p> <p>Safeguarding webinars undertaken by staff.</p> <p>PREVENT training undertaken by majority of staff online.</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>Measures in place to prevent outsiders from accessing live lessons</p> <p>Where student cameras are on in live lessons – background blurred when possible</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>Wellbeing calls are made to all students- frequency depends on level of vulnerability (daily- 3 weekly).</p> <p>CPD to identify areas of safeguarding that</p>			<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

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.
There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	<p>students are more likely to be at risk of in the current context.</p> <p>Wellbeing survey to students with clear follow up.</p> <p>Wellbeing evenings in Years 7-10 to address issues of suicidal ideation, anxiety, self-harm, friendships and LGBTQ+</p> <p>Wellbeing slide on daily briefing.</p> <p>Daily touch base through assemblies and ASMs.</p> <p>Food bank provision for families in financial hardship.</p> <p>Sanitary packs provided for vulnerable students.</p> <p>Wellbeing resources sent to parents and carers during holidays.</p> <p>Stationary packs provided for PP students.</p>			

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.
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	Data management is GDPR compliant (SIMs) Lesson delivery through Teams is a secure internal system			GOV.UK provides guidance to support schools: <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Established clear expectations for virtual attendance to lessons.			GOV.UK provides guidance on behaviour expectations in schools.

