



# West Croft School

## Governor Visit

### Review of Remote Learning

Wednesday 27<sup>th</sup> January at 10am

Carol Ley (Governor), Tom Page (Headteacher), Charlene Marston (Deputy) and Emily Paine (Note taker)

<p>From 25 January 2021 the DfE expects schools to publish information for pupils, parents and carers on the school website regarding their remote education provision. Is this information provided on our website and is it being kept up to date? <a href="#">DfE optional model template</a></p>	<p><b>Yes; up to date on website. Zoom instructions, expectations and links to Government guidance all useful.</b> TP - important to give clear messages to Parents. Aspect of home learning book collected to take home positive. Work recorded in one place. <b>Happy with amount of information on website?</b> TP – yes but will add. Remote learning policy and strategy can be collated and added. <b>Newsletter – liked poster aspect of learning from each year group.</b> TP - Remote learning display board in school will be uploaded to show good practice too. CM – completed optional DfE model template will go on to the website. Helped us review and make sure we had covered everything.</p>
<p>What will the school expect to provide for immediate remote education in the first day or two of a pupil or group of pupils being sent home?</p>	<p><b>Remote learning policy showed expectations.</b> CM – already updated in line with guidance and expectations from January. New guidance due to closure of school and not just shielding of vulnerable pupils prior to closure. Immediate response was via Class Dojo, teachers uploaded PowerPoint planning, gave us 3 or 4 days to collate a full curriculum offer. PowerPoint practice has been good practice in school since September/October. Provided books and pencils. Can confidently say that immediate provision was in place via Class Dojo platform. Continued use since first Lockdown in Spring 2020. Great feedback from parents and teachers about it's use. CM – teachers ascertained quickly who had access to Class Dojo. Paper copies given initially to those without access and for specific SEN pupils.</p>
<p>Following the first few days of remote education, will children be taught broadly the same curriculum as they would if they were in school? What adaptations will need to be put in place and are there any areas where the same curriculum cannot be delivered for pupils learning at home? <a href="#">Ofsted information</a></p>	<p><b>Myth busters was helpful.</b> CM – agree, live lessons is not the best way to deliver. Confident we were delivering in the right way. TP – we thought what do our families and children need. Guidance then suggested what we were already doing. <b>CL – live lessons stressful for staff.</b> TP – issues with live lessons. Really confident that we were are delivering is the best we can.</p>

<p>about what is working well in remote education helps dispel some myths.</p>	<p>CM – is the same curriculum. New curriculum was planned and keeps the learning in line with what we are aiming for. Suggestion of Oak Learning but wasn't our curriculum or our teachers. Will disadvantage our children.          Best to offer what we have and is already planned. Adapted for home learning. Cooking recipes at home, dissecting pig hearts etc.  <b>How is topic based learning continuing?</b>          TP – expectation is that will continue as if in school. Adapted for home. Can be resource heavy.          CM – yes, adapted for home. Use lego, playdough etc from home. Creative learning. Virtual tour of Plymouth Aquarium for example. Science, art, DT still being taught. Science likely to be reviewed when we are visited. Check Dojo daily. Know in depth what is being offered and presented. Lots of PE – home log ins for the source we use. Like managing anxiety resources being provided by LJ.</p>
<p>Is there a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets the expectations for remote education?</p>	<p>TP and CM.</p>
<p>How are staff managing the differing demands and workload of teaching within the school and teaching remotely? What training and support has been put in place to assist staff with planning, delivering and assessing remote learning?</p>	<p>TP – staff survey sent to all teachers &amp; TA's. Questions about use of remote learning and any CPD requirements. Disagreement about manageability of workload in Year 4. CM met and picked apart issues. 3 NQT's so new to teaching, let alone remote teaching. CPD can be provided by other teachers.  <b>Confident that you don't have anyone really struggling?</b>          TP – yes, few TA's questioned marking and feedback. Have directed them back to teacher.          CM – quality assurance in 1 &amp; 2 being provided by CB. Other year groups don't have team leaders currently, have to come to myself and TP. Trying to pinpoint specific support needed.  <b>Are all TA's being supported well by their teacher?</b>          TP – I would say yes based on survey responses. Generally well supported.</p>
<p>Can the platform the school is using be accessed by all pupils? What will be put in place to support families or pupils where access is an issue? <a href="#">Is there a Remote Learning Policy/Agreement in place?</a></p>	<p>Yes, especially now with laptop deliveries. Still few paper copies as mentioned above.          CM – 57 laptops from DfE delivered to families in need.  <b>Broadband issues?</b>          CM – routers also being organised. Any issues expressed to teachers have been addressed. Devices also donated to school have been allocated to families.  <b>Laptop set up? Issues with technology at home?</b>          CM – K.Dixon set all the laptops prior to handout.</p>
<p>What safeguarding measures are in place to ensure pupils and staff can engage safely?</p>	<p>TP - daily zoom check ins have 2 members of staff on for safeguarding reasons. Guidance on online safety being sent out.  <b>Class Dojo must also have safety measures since its use is predominately for children?</b></p>

	<p>TP – yes, have also asked parents to always be near and hear and see what is going on.  <b>Ok to have photos on there?</b>  CM – yes, Class Dojo is private, can only be seen by staff connected to class and pupils.  TP – other parents can't see other pupils' uploads.  CM – safety measures around leaving Dojo open on desktops, mobiles etc. Repost photos from pupils only go to their class.</p>
<p>Is work being submitted by pupils for teachers to assess?  What feedback will pupils receive and how frequently? How will this inform next steps?</p>	<p>CM – expectation is that this is completed weekly. All work to be submitted and feedback will be given. Feedback ranges from thumbs up, to comment on last post, well done good job comments etc  <b>Is this something TA's are helping with?</b>  CM – yes, good team approach making this happen. Staff working from home organise the remote learning whilst other team members are in school. Can see that feedback is being given daily. Isn't one size fits all for feedback.  <b>Confident that next steps are being moved on and monitored?</b>  CM – yes, good example of this in Year 6 for example. Quality of work, considering the children are at home, is really good. Must give the children the coverage of the curriculum. Won't be able to recover everything once back to school as normal.</p>
<p>Is teacher workload being monitored to ensure it is reasonable?</p>	<p>Answered above.</p>
<p>How many hours of remote education will pupils be receiving (on average) on a daily basis?  Is this broken down between 'live' lessons (such as online teaching by school staff), recorded teaching (external or internal), commercial websites and paper-based activities?</p>	<p>3 hours for KS1 and 4 hours for KS2 is legal requirement. Generally following that.  <b>Parents aware that doesn't have to be 'nose to the grind stone'.</b>  TP – yes but keeping expectations high.</p>
<p>Is work differentiated for pupils within year groups?  Are special arrangements in place for SEND or vulnerable pupils who are not attending school?  How can pupils and their families let staff know if they are struggling to understand or engage with the work set or if they need additional support?</p>	<p>CM - LJ reviewed what is in place for the SEN children and differentiating what is being offered for them (as would happen in class). Children with My Plans are given individual work that is sent to them directly. Interventions are still happening via work packs for those on My Plans. TA's monitoring that.  TP – speech and language interventions still happening via Zoom.  <b>Anything that has been missed because it can't happen online?</b>  TP – regular provision teaching of phonics for example. Has changed but phonic interventions are still being offered. Just different way of providing.  CM – Kiwi Class have tailored curriculum.  <b>Any pupils from Kiwi in school?</b>  CM – just one. Individual risk assessments completed for the rest to say it is ok for them to remain at home. TA's with 1:1 are still provided support via Zoom too.</p>

<p>How much involvement/input is expected from parents? Is this expectation reasonable? Are parental views and opinions being sought to help inform adjustments needed and future plans?</p>	<p><b>Expectations have been communicated to parents.</b> TP – differing points of view from parents. Overall view is: happy with what we are providing but opinion is that it's too much. CM – some families will want the full offer. Same model we are using in school, put everything in for everybody and then adapt on individual basis. <b>Parents can communicate with school on individual basis if struggling?</b> TP – yes, considering 'coffee/open morning' to help support year groups. Chaired by myself or CM.</p>
<p>Is the school monitoring pupil's engagement with remote learning? What action is taken if the school has a concern regarding a pupil's engagement and how are parents informed?</p>	<p>Yes, engagement spreadsheet. Traffic light system being used and will provide weekly summary. Class teachers notice in first instance non engagement, then referred to SLT. CM – Zoom's are helping with safeguarding and engagement, we are actually seeing the children.</p>
<p>Comments on Class Dojo and work provided</p>	<p><b>Looked at English but not yet Maths.</b></p> <p>G Clay – model writing C Baldock – dragon description. Edited child's work as example. L Every – highlights text and embeds posts well. Structure of videos good. L Prowse – parents' video. Guidance and expectations. E Hanger – grammar in English</p> <p><b>What would be happening in the classroom – really good.</b></p> <p>CM – one person from each group posts for the whole year. Experienced teacher helps support the rest of the year group. Helps model for other teachers. Supports CPD for NQT's.</p> <p>CM – why we've gone for recorded teaching and not live teaching. Direct teaching but can be accessed when suits the family. Teachers are delivering what they would in school in an accessible way at home.</p> <p>TP – sense of team is great even through remote learning. Sharing good practices.</p>
<p>Any other comments?</p>	<p>TP – really happy with what we are providing. Confident in our offer based on conversations with other schools. CM – is evolving all the time as well. Sharing of good practice. New ways of delivering work shared. <b>Using books from curriculum passport?</b> CM – yes <b>Anything you've really wanted to do but can't because of Covid?</b> TP – frustrating that new curriculum can't be fully delivered liked we'd planned in terms of trips and engagement via workshops. Curriculum will still develop and be pushed forward.</p>

CM – agree, frustrating that the children aren't in school to deliver the curriculum. Talk of not returning to schools until after Easter, Summer term will become embedding of routines again. Delays new curriculum.

CL – well done to everyone. Brilliant job being done. SLT thanks to you too.