



The Inspire Multi Academy Trust (South West): Remote Education Provision
DfE Expectations Coverage Matrix

Remote Education Plan		
DfE Guidance	School Actions	Additional Information
<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>Assistant Headteachers have been designated as the Remote Learning Leaders and will Quality Assure Remote Learning Packs (RLPs).</p> <p>All RLPs are sent to the Unit Leader for checking prior to being submitted to families.</p>	<p>To further develop our remote education plan the below has been shared/used:</p> <ul style="list-style-type: none"> • Website Links guidance given to all families to supplement learning packs • Oak Academy • Additional Reading signposting and support • Times Table Rock Stars • Feedback provided through Class Dojo
<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>RLPs are provided to children to ensure that all children are able to access learning regardless of home circumstances and device availability. As well as the hard copies being available, pre-recorded lessons are uploaded to the learning platform, Class Dojo to facilitate home learning and transfer of knowledge in a blended learning approach.</p> <p>All children in school will be taught the same curriculum as the children at home. This is the same content that children would have been taught outside of the current conditions.</p> <p>SEND pupils to be given differentiated work if this is what they would receive in school.</p>	
Communication		
DfE Guidance	School Actions	Additional Information
<p>Governors, Staff, Parents and Carers are aware of the school's approach and arrangements for remote education.</p>	<p>All Governors, Staff, Parents/Carers are aware of our approach and arrangements for remote learning.</p> <p>Governors invited to attend a variety of Virtual Get Togethers and Assemblies to stay in contact.</p> <p>Governors included in all correspondence with Parents/Carers e.g. letters, Xpressions communication and social media posts.</p> <p>All families access the Class Dojo platform/school email address should they have any queries about the RLPs or children's welfare.</p>	<p>Regular communication and updates are provided with any changes to the provision via letters, Xpressions and Facebook posts.</p> <p>Weekly/Fortnightly phone calls to families made by teachers. Relevant information is shared via Unit Meetings and CPOMS as appropriate.</p> <p>Collation of information on a shared document for all children where engagement is RAG rated allowing for missing children to be quickly identified and resolved by Trust Inclusion leader, Unit Leaders and Senior Leaders.</p>

		<p>All vulnerable children present at school and where attendance is a concern, liaison with EWO service.</p> <p>Staff updated promptly for any changes in guidance or provision.</p>
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Monitoring and Evaluating		
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DfE Guidance	School Actions	Additional Information
<p>The school has systems in place to monitor the impact of remote education.</p> <p>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>We have systems in place to monitor the impact of Remote Education, e.g. Class Dojo pages are monitored and shared documents with a RAG rating for every child weekly to monitor engagement. Any change in engagement or limited responses are followed up by a Senior Leader.</p> <p>Weekly Unit meetings identify children with limited engagement this is followed up by teachers, Unit Leaders, Senior Leaders.</p> <p>All staff to work on a two-week rota (one week in school, one week working off site). This allows for the teacher working from home to monitor Class Dojo, engage with remote learning feedback and prepare RLPs for the coming week/fortnight. This gives staff an adequate amount of time to manage workload.</p> <p>All staff are aware that they are able to contact their Unit Leader/Line manager if they need additional support. Weekly virtual Unit Meetings provide time for leaders to connect with their respective teams. This allows for necessary social interaction and well-being checks, as well as sharing key information and a thorough hand over between teams.</p> <p>Staff absences or circumstances dealt with on an individual basis.</p>	<p>Two-week rota in place. Regular communication with staff.</p> <p>Weekly virtual Unit Meetings. Whole Staff Meetings as appropriate.</p>

Home Environment		
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DfE Guidance	School Actions	Additional Information
<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 	<p>We have adapted our remote education provision depending on pupil's home environment by providing paper learning packs to mitigate the problems that a lack of devices poses.</p> <p>Pupils who might lack digital access to support the remote education provision will be supported by school by providing them with a laptop/iPad and internet access where appropriate.</p> <p>All families have been asked about devices when speaking to staff and support provided for families where required.</p> <p>All staff have been given advice as to how to support families feeling overwhelmed at home, including signposting to the Family Support Advisor and Trust Inclusion Leader.</p>	<p>Laptops/iPads are supplied to families in need.</p> <p>Data is supplied to families in need.</p> <p>Weekly/Fortnightly phone calls in order to support children understand their strengths and weaknesses in order to improve learning.</p>

<ul style="list-style-type: none"> • how to manage their time during periods of isolation 	<p>Weekly/Fortnightly phone calls involve speaking directly to children and Parent/Carers to ensure their well-being and keeping their morale high.</p> <p>Children are praised for positive activities outside of their learning packs to recognise the importance of engaging in activities that promote positive mental health/learning new skills.</p>	
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Laptops, Tablets and Internet Access

DfE Guidance	School Actions	Additional Information
<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.</p> <p>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>We have adapted our remote education provision depending on pupil's home environment by providing paper RLPs where appropriate, for collection/delivery, to mitigate the problems that a lack of devices poses.</p> <p>Pupils who might lack digital access to support the remote education provision will be supported by school by providing them with a laptop/iPad and internet access where appropriate.</p> <p>All families asked about the devices they have available to them and if we are able to support them further in any way.</p>	<p>Results from the initial phone calls home informed leaders as to the highest priority children who would benefit from being provided with a laptop. This included children who were having to share a device with a sibling or only have access to a small screen such as a phone rather than a tablet.</p> <p>Weekly/Fortnightly phone calls by the teacher allow an insight into the devices being used and the suitability of this. This also allows Parents/Carers to share any change of circumstances.</p>

Supporting Children with Additional Needs

DfE Guidance	School Actions	Additional Information
<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>	<p>Children with SEN Support Plans (IEPs) will be receiving differentiated work in line with their targets if they are unable to access the work that has been set for the rest of the class.</p> <p>All vulnerable children are present in school with appropriate intervention being implemented as required.</p>	<p>Weekly/Fortnightly phone conversations allow teachers to ensure the children are accessing the learning adequately.</p> <p>Class Dojo allow for families to raise any concerns or difficulties they may be having outside of these phone conversations.</p>

Monitoring Engagement

DfE Guidance	School Actions	Additional Information
<p>The school has systems for checking whether pupils are engaging with their work, and informs Parents and Carers immediately where engagement is a concern.</p>	<p>Families/children have been asked to upload learning daily for teachers to respond to.</p> <p>All engagement is recorded and monitored by Leaders to identify any children where engagement is a concern.</p>	<p>Teachers to weekly phone calls to check any concerns around learning.</p> <p>Parents are aware they can contact staff in school at any time if need be via the year group emails.</p>

	<p>Feedback given to children on Class Dojo and verbally on the phone; these approaches are also a chance for children to raise any concerns with their learning.</p> <p>Parents/Carers informed via phone calls if engagement is a concern and strategies to put in place to encourage increased engagement.</p>	<p>Children are encouraged to regularly attend the Virtual Catch Ups and celebration assemblies.</p>
Minimum Provision		
DfE Guidance	School Actions	Additional Information
<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>All pupils receive a RLP covering the following for a week:</p> <p style="text-align: center;">5 x English 5 x Maths 5 x SPaG or Phonics or Whole Class Reading 10 x Wider Curriculum</p> <p style="text-align: center;">Plus: 1 x Home Learning activity 1 x Spelling list 1 x Reading expectations guidance</p> <p>This covers the full range of curriculum subjects that would normally be taught, as per our Curriculum Maps.</p>	<p>Staff are aware of remote education expectations from the Government.</p> <p>All staff plan from their normal Curriculum Maps for each subject.</p> <p>RLPs are monitored by Unit Leaders to ensure coverage across the Primary curriculum.</p>
Curriculum Planning		
DfE Guidance	School Actions	Additional Information
<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>The remote curriculum provided is identical to that taught in the classroom and teachers are on hand to those learning remotely to offer further support or guidance where needed.</p>	<p>Remote learning CPD for all teaching staff.</p> <p>Regular guidance from leaders to develop remote learning practice.</p> <p>Remote Learning Pack support.</p> <p>Oak Academy.</p>
Curriculum Delivery		
DfE Guidance	School Actions	Additional Information
<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>Class Dojo platforms are used to support remote education, alongside weekly/fortnightly phone calls from teachers to families. Recorded lessons and Whole Class Reading sessions are accessed through Class Dojo/Microsoft Teams, our choice of digital platforms to support remote education.</p> <p>Our remote learning includes recorded lessons, direct teaching time from other educational providers and time for children to complete the tasks.</p> <p>The range of teaching styles allows for provision for all types of learners and is further differentiated where needed.</p>	<p>Recorded lessons.</p> <p>Daily WCR sessions recorded by all members of school staff.</p> <p>Live PE challenges for children to engage in Oak National Academy live lessons</p>

<p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>		
Assessment and Feedback		
DfE Guidance	School Actions	Additional Information
<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 within the working day when learning is submitted on Class Dojo.</p> <p>Further feedback is given to children during their weekly/fortnightly phone contact.</p> <p>Children are able to share learning they are proud of on Class Dojo, during the Virtual Catch Ups and also raise any questions about learning that they may have.</p> <p>Families are also able to access this feedback so that teachers are able to offer them support as to how they can maximise further progression at home.</p> <p>Children learning in school are given feedback as per the normal Responding to Children’s Learning Policy.</p>	<p>Weekly phone calls – feedback to parents.</p> <p>Emails feedback to the children and Class Dojo used to provide rewards.</p> <p>CPD for all teaching staff as to remote learning feedback strategies.</p>
Effective Practice		
DfE Guidance	School Actions	Additional Information
<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>Leaders regularly share guidance for further support available to supplement curriculum learning.</p>	<p>Guidance shared from GOV.UK to support delivery of remote education.</p> <p>All subject leaders circulate supporting advice on how to meet curriculum needs remotely and any further resources that may support this.</p>
Staff Capability		
DfE Guidance	School Actions	Additional Information
<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>All teachers have their own laptops to allow them to work remotely where necessary.</p> <p>All staff have access to the school site should they need an internet connection or are struggling with a data connection at home.</p> <p>Guidance has been shared to all teachers to support the use of digital tools and resources with specific guidance as to how this can be tailored to individual circumstances.</p>	<p>Regular circulation of guidance as and when it becomes available.</p>

Strategic Partnerships		
DfE Guidance	School Actions	Additional Information
<p>The school is sharing best practice and making best use of capacity across schools to address any known gaps.</p>	<p>The sharing of good practice and remote learning engagement is shared widely between Trust schools, partner schools and the academic council.</p> <p>This also provides the opportunity to amalgamate ideas and ensure collaboration for local communities.</p> <p>Data is recorded as per pre-pandemic using Target Tracker. This is monitored by Leaders for any relevant gap analysis which is shared with families and children.</p>	
Realistic Expectations of Pupils, Parents and Carers		
DfE Guidance	School Actions	Additional Information
<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>Parents/Carers have been provided with clear advice on how best to support children at home and this information has been personalised through the family phone calls.</p> <p>Information regarding remote learning can be found on the school website and further clarified through the weekly/fortnightly phone call and Class Dojo pages where necessary.</p> <p>Children understand how they can participate in remote learning as this is reiterated to them through the virtual catch ups and also the regular family phone calls.</p> <p>Leaders to reiterate expectations to children during catch ups, newsletter updates and Facebook posts where appropriate.</p>	<p>Weekly family phone calls.</p> <p>School website/social media platforms to be updated with relevant documentation and updated where new information is produced.</p>
School Community Events		
DfE Guidance	School Actions	Additional Information
<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>Children attend weekly Virtual Catch Ups with their year group peers. This is a more informal session where they are able to interact with one another, teachers will share a story with children and also engage in a retrieval quiz/interactive activities.</p> <p>Families are reminded of how to access these during phone calls, Xpression reminders and also Facebook reminders to ensure maximum participation.</p> <p>Any children not in attendance are contacted post catch up to encourage their involvement for the following week.</p> <p>Children are also able to engage in assemblies to see children in their year group and share awards received that week for both children in school and at home.</p>	<p>Leaders are present during these sessions to ensure children are showing high expectations of etiquette during live sessions.</p> <p>This also reduces the workload of the teaching team and they can focus on engaging the children.</p>
Ensuring Safety		
DfE Guidance	School Actions	Additional Information
<p>There are clear safeguarding protocols in place to ensure pupils are safe during remote</p>	<p>Parents/Carers are able to raise any safeguarding concerns at any time during our normal recording system, CPOMS.</p>	<p>Weekly/Fortnightly family phone calls.</p>

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>This includes any concerns raised during family phone calls or a lack of engagement.</p> <p>Weekly food parcels allow us to see the vast majority of our FSM children weekly, ensuring we maintain positive contact with these families.</p>	<p>Calls from the Family Support Advisor/Admin Team regarding food parcels.</p> <p>Good communication with staff in school.</p>
Online Safety		
DfE Guidance	School Actions	Additional Information
<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>Guidance has been given to families as to how to ensure devices have appropriate measures on.</p> <p>Online Safety updates are shared regularly with children and families.</p> <p>Regular e-safety lessons are part of the RLPs.</p>	<p>Computing Lead/AHTs to provide further support to families who are concerned about a child's behaviour online.</p>
Well-being		
DfE Guidance	School Actions	Additional Information
<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 particularly for those that are most vulnerable.</p>	<p>Staff have consistently taken annual safeguarding training with scenario training across the year. This has prepared them to identify potential issues and how to report them accordingly.</p> <p>Mrs. Powell, (Family Support Advisor) & Miss Riseborough (Trust Inclusion Leader) are available to speak to families who require specific support or need signposting to individual services.</p> <p>Weekly/Fortnightly phone calls home to the families and children allow us to maintain contact and share well-being concerns. If we are unable to contact a child throughout a week, home visits will be taken.</p> <p>Staff are able to discuss and implement strategies needed for children and families during Unit Meetings.</p>	<p>Weekly family phone calls.</p> <p>CPOMS to share information.</p> <p>Unit meetings.</p>
Behaviour and Attitude		
DfE Guidance	School Actions	Additional Information
<p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Teachers share expectations for children regularly and remind families during weekly phone calls for any children who have not been upholding these standards.</p> <p>Leaders are present during these sessions to ensure children are showing high expectations of etiquette during live sessions. This also reduces the workload of the teaching team and they can focus on engaging the children.</p>	<p>Leaders to share guidance with teachers as to how best to manage behaviour during remote lessons.</p> <p>Research informed approaches from EEF and Ofsted used to support practice shared.</p>