



Remote Education Provision – self evaluation

Be the best you can be

Be the best you can be

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.

Remote education plan

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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, ensuring 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</p>	<p>Remote learning platform had been set up during the Spring 2020 lockdown. Planned curriculum is being delivered by all class teachers and aligned increasingly with the in-school curriculum.</p> <p>In UKS2 the full curriculum is being taught via Teams live lessons.</p> <p>A variety of learning platforms are used to suit the purpose and the needs of the children.</p> <p>Weekly worship is provided on a Sunday ready for the week ahead</p>	<p>Some classes have a reduced engagement in the afternoon – wider curriculum.</p> <p>Time needed for teachers to explore the wide range of resources available to support the curriculum meaningfully.</p> <p>Teacher knowledge and skills are a different stages of development</p>	3	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in</p>

<p>as close as possible to the in-school curriculum.</p>		<p>Parents' capacity to support IT and home learning is varied due to:</p> <ul style="list-style-type: none"> Number of children Working from home Internet access – there is variability in signal quality Space available at home Age range of children IT skills 	<p>schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
<p>Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Governors have been informed about the school approach. Governors have challenged and impacted positively on the provision for UKS2 where Teams has now been implemented and live teaching has replaced work set on class dojo. Teachers contact parents daily and communicate well with parents who are experiencing difficulties. There is a combination of communication methods used: Website Class dojo Phone Email Texts Face to face on the yard – morning/evening Staff respond to parent feedback and this is discussed in staff briefings each week. Weekly Friday updates on class dojo are sent to parents to provide summary and reminders of important information</p>	<p>The balance between website and class dojo is being reviewed.</p> <p>Parent survey with questions on arrangements will give further information about gaps to be sent home: 04/02/21 for completion before half term. This will inform further developments.</p> <p>Embed expectations from parents about feedback from teachers on portfolio work. This has been communicated to all parents via class story and EHT Friday updates: 29/01/21 It needs to be reinforced and followed up with individual parents where needed.</p>	<p>4</p> <p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19)</p>

<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>Engagement is being tracked and recorded each day for reading, English, maths and wider curriculum.</p> <p>Children’s individual needs are being met through personalised support where relevant eg: small group Teams, individual phone calls, provision of individualised work, work packs sent home, support for parents where their child needs to use a specific learning resource.</p> <p>Staff workload is a standing weekly agenda item and checked on a daily basis by AHT/EHT.</p> <p>Wellbeing is discussed daily and concerns and issues are resolved immediately: eg Cleaning, portfolio feedback, working hours and schedule, expectations to leave school promptly at the end of the working day.</p> <p>A strong staff has enabled us to make necessary adjustments at short notice where needed.</p> <p>Crossing bubbles has been removed and 2 staff members share 1 bubble, maintaining social distance</p> <p>Staff attendance is monitored by the office manager daily.</p> <p>Worship is provided weekly to all children.</p>	<p>The impact of remote education provision on each child’s progress needs to be developed further to ensure consistency and rigour.</p> <p>Portfolio work is uploaded onto the teams chat or class dojo, but systems for collating this by subject / child are in the early stages of development.</p> <p>Further develop the worship provision so that children can engage in prayer and reflection and celebrate their achievements across the whole school.</p>	<p>3</p>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • actions for schools during the coronavirus outbreak • remote education good practice
---	--	---	----------	--

Remote education context and pupil engagement				
The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Home environment</p> <p>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>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>Close relationships with our parents allows us to respond to individual needs of children. Teachers are maintaining a personal relationship via daily class zoom, teams, phone call or contact in school.</p> <p>A survey of home devices 21/01/21 will help to identify where there is a need. 1 computer has already been loaned and the quota of 2 chrome books have been applied for via the DfE offer.</p> <p>A daily zoom/teams check-in at the beginning of each day allows for children and parents to plan the day ahead and to ask any questions.</p> <p>A timetable for each week is posted and activities are uploaded sequentially to avoid overload. Parents with specific home needs can request this to be altered for them.</p> <p>End of the week Teams/Zoom meetings allow for children to celebrate achievements</p> <p>Website links to wellbeing resources have been provided.</p>	<p>Specific strategies for home learning need further development</p> <p>Embed weekly PSHE and wellbeing sessions via zoom/teams.</p> <p>Reminders about the school website wellbeing resources links and further develop this website facility.</p> <p>Further develop a system for children to make contact with school/ teacher outside of the whole class teams.</p>	4	<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> <ul style="list-style-type: none"> • 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>This information has been sought by CTs via class dojo and letter from EHT 11/01/21</p> <p>2 laptops have been accessed via the DfE allocation to school. 1 laptop has been given to a family.</p>	<p>School is awaiting the delivery of the 2 laptops.</p> <p>Act on the results of the parent survey on home devices and their children's access to these.</p>	3	<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</p>

<ul style="list-style-type: none"> 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>Offer of additional data for all families has been sent.</p> <p>Spare 30G/90 day Vodafone SIMS are available from the school office</p> <p>Work packs have been sent home for children who cannot access online learning.</p> <p>Activity packs have been collected by families to support completion of activities.</p> <p>Reading books have been made available for parents to collect and exchange.</p>			<p>coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>
<p>Supporting children with additional needs</p> <ul style="list-style-type: none"> 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. 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>The Inclusion lead /AHT liaises with all CTs and TAs weekly to identify any issues and discuss children's progress. Individual adaptations and programmes are implemented where needed.</p> <p>Vulnerable children have been invited into school. We now have 66% of our children who are on SEND support in school. The 3 children working from home are engaging with remote learning.</p>	<p>To continue to check-in with the vulnerable and SEND children and to provide resources and support as the need arises.</p>	<p>4</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>The guidance on actions for schools during the coronavirus outbreak 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> <ul style="list-style-type: none"> 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>Teachers have implemented a daily engagement check list. This is reviewed on a weekly basis to identify cohort and lesson trends of engagement as well as individual. Parents are notified either daily (teams) or on Thursday of the</p>	<p>Monitoring systems are being extended to cover reading/phonics, English and maths and wider curriculum.</p>	<p>3</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>

	same week if their child has not uploaded their portfolio work. Where contact cannot be made through the week an agreed system is followed. Week beginning 18/01/21 only 1/108 needed to be contacted re engagement.	Further develop systems for monitoring each child's progress in learning.		
Pupil digital skills and literacy <ul style="list-style-type: none"> The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. 	Children and parents have been given training and guidance on using digital platforms through instruction documents and live lessons. Staff have supported parents who have not been able to access the learning platforms. Staff have coached and supported one another in order develop and practise new skills. Opportunities are given for staff to share their expertise, successes and struggles. Individual support has been given by the CT/TA for individual parents where needed and for children with SEND eg: use of clicker	Continue to develop staff skills and confidence. School technology is in need of upgrading. Staff don't all have access to up to date devices provided by school. Eg outdated ipads make lesson recordings difficult to upload.	3	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.

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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Minimum provision 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:	All teachers are providing at least the recommended allocation of hours for their children. Teachers ensure that the curriculum is balanced.	Explore ways of engaging children in the wider curriculum: eg by altering the timetable to ensure that wider curriculum subjects are delivered in the morning.	3	Remote education expectations are highlighted in actions for schools during the coronavirus outbreak . GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

<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 	<p>Staff have responded swiftly to the alteration of their timetables so that they could deliver effective remote learning.</p> <p>The implementation of a colleague buddy CT/TA team has strengthened learning provision (simultaneous teaching). The need for the use of pre-published resources has been minimised and links evaluated for their quality to enhance the activity.</p>	<p>Develop opportunities for cross curricular links eg: History/Science day</p> <p>Time for teaching staff to explore available resources and programmes to support the delivery of their curriculum and the most appropriate platform eg SWAY presentations with links to The Oak National Academy....</p>		
<p>Curriculum planning</p> <ul style="list-style-type: none"> The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. 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>Teachers are delivering the same curriculum that they had planned.</p> <p>Adaptations have been difficult for subjects like Science DT, art. Resources for all subjects have been adapted as appropriate to the learning platform chosen</p>	<p>Further monitor and evaluate the impact of remote learning on children achievement across all subjects.</p> <p>Evidence is gathered informally, but subject leaders will support this over the next 3 weeks.</p>	3	<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>
<p>Curriculum delivery</p> <ul style="list-style-type: none"> The school has a system in place to support remote education, using curriculum-aligned, resources. 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>All classes use a range of learning platforms and a mixture of recorded and live delivery across the curriculum.</p> <p>Links are provided to educational providers where relevant and lined to the learning objectives: PhonicsPlay, BBC Bitesize, Oak National Academy....</p>	<p>Complete parent survey via survey monkey.</p> <p>Introduce a parent forum by w/b 08/02/21</p> <p>All groups of children to be represented through invitation.</p> <p>Inclusion leader to check-in with parents of all children on SEND support at least half termly.</p>	3	<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. RNIB Bookshare, which was established through DfE's pilot load2learn, is providing

<ul style="list-style-type: none"> The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND. 	<p>Feedback so far from parents is overwhelmingly positive and further feedback is being sought via parent governors and survey 04/02/21</p>	<p>Further develop class use of Teams – to replace Zoom and complement class dojo. Explore the use of SWAY presentations to minimise the number of posts on class dojo.</p>		<p>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> <ul style="list-style-type: none"> The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. 	<p>Individual developmental feedback is given on designated activities in reading/phonics, English, maths and wider curriculum at least weekly. Whole class feedback is given at least weekly to move children on in their learning. Live feedback is given where class teachers are using Teams and zoom – this is well developed in maths, phonics and UKS2 English. Small group lessons are taking place via Teams and zoom with in the moment feedback.</p>	<p>Some feedback has been given on portfolio activities unrelated to curriculum (but linked to wellbeing)– this has been time consuming and communications with parents need to continue to remain curriculum driven in order to maintain engagement whilst managing parent expectations. Feedback is split between TA and CT class colleagues, but staff wellbeing is an ongoing focus for SLT.</p>	<p>3</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 The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.

Capacity and capability				
Provide support for staff to deliver high-quality remote education				
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <ul style="list-style-type: none"> 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>Previous support given for developing staff skills during the 2020 lockdown, have been built on. Class dojo has been embedded and the curriculum planning support has enabled staff to implement a sequenced curriculum. Resources have been shared and links signposted.</p>	<p>Team to be rolled out across all year groups – Jasmine It to set up email addresses and effective practice from UKS2 to be shared. Code of conduct for remote teaching to be further developed in response to increased use of live teaching. Inclusion lead to attend course on ‘Remote learning for children with SEND’ delivered by National Online Safety.</p>	3	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. GOV.UK provides a good practice guide to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <ul style="list-style-type: none"> 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. 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. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. 	<p>Time has been given for staff to share their skills and expertise eg: zoom and teams training has been delivered. SLT maintain good contact with local snmat, SENCo and diocese HT groups and share effective strategies and systems.</p>	<p>Staff access to devices has restricted the efficiency of training for use of some digital platforms. Variable staff skills to be further addressed through strategic learning partnerships. Develop the role of the computing lead following return to work w/b 01/02/21. Continue to develop staff skills in response to the</p>	3	<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. RNIB Bookshare, which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment. pdnet provides free training events for teachers and professionals on augmentative and</p>

		developing remote provision		alternative communication technology to support pupils with SEND.
Strategic partnerships <ul style="list-style-type: none"> 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 curriculum hubs. 	AHT and EHT are members of: snmat SLT Family SENCo groups LA SEND groups Tuxford Heads Diocese Heads Academy Improvement Director support via snmat Partnership with St Swithun's	Further develop the roles of subject leaders through curriculum networks as they become available through the LA / snmat Continue to share feedback from the snmat EYFS forum. Maintain the existing collaboration between subject leaders from Swithun's and Gamston: Maths, PE, RE. Class colleagues continue to build their early collaboration on curriculum planning.	3	There are several school-to-school support networks which you can make use of, including: <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 in computer science

Communication

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<ul style="list-style-type: none"> Realistic expectations of pupils, parents and carers 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. Pupils understand the expectations on how many hours they should be learning and how 	All parents have received early information about the remote learning provision and expectations for engagement. This is also published on the school website and reinforced by CTs, TAs, AHT and EHT in weekly parent communications: 'Friday	SLT to implement further monitoring of subject engagement and balance of curriculum provision. Continue to develop monitoring of SEND support and vulnerable children. Communication with parents to develop an	3	<ul style="list-style-type: none"> Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols.

<p>to participate in remote education (for example, how to submit assignments).</p>	<p>Updates' to all parents via Class dojo'. Children's daily engagement is being monitored by CTs/TAs and recorded. A tiered system is in place to identify and report children who are not engaging or who are causing concern. This system has been communicated to parents and is accessible to all staff on the school Teams platform. Phone calls to parents ensure that lack of engagement and concerns are followed up on a weekly basis at least every Thurs and Fri.</p>	<p>understanding of how to prioritise educational activities. Develop parents' understanding of the feedback process and protocols. Ensure that the balance of affirmation and developmental comments are agreed and manageable.</p>		<ul style="list-style-type: none"> The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).
<ul style="list-style-type: none"> School community events 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>All class have at least one live, interactive lesson each day.</p> <p>All class teachers provide an opportunity for social interactions as part of their live session or as a designated PSHE/worship/celebration event</p>	<p>Develop systematic SLT monitoring of the curriculum and personal/social provision in each class.</p> <p>Explore the options for whole school worship and celebration events</p>	3	

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	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety <ul style="list-style-type: none"> 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>A remote learning Policy has been shared with staff governors. protocols have been agreed for live sessions and are shared with parents and children at the beginning of each session.</p> <p>Tiered system for identification of vulnerable and tracking of all children is embedded.</p> <p>There is a robust system of recording concerns via CPOMS and system for responding following up concerns or lack of parental contact (this is immediate following 3 days of no contact)</p> <p>AHT/ Inclusion lead monitors access to remote learning for all SEND and vulnerable and maintains close communications with CTs/TAs and families.</p> <p>Support is given to teachers and families both for those in school and working remotely.</p>	<p>Continue to review and update the Remote Learning Policy and code of conduct.</p> <p>Continue to review the vulnerable children and offer access to school as appropriate.</p>	4	<ul style="list-style-type: none"> 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.
Online safety	All teachers have an agreed protocol for working safely on Teams/zoom. Parents and	Parents to be reminded of protocols for Teams as	3	GOV.UK provides guidance on:

<ul style="list-style-type: none"> If 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>children are reminded of this at the beginning of each session. All live sessions are delivered from school. There are no live sessions delivered from home and max 8 min recordings of teaching that are taken at home have protocols in place for dress code, language, background... Online safety messages are shared via the school twitter, website and class dojo. Parent concerns about children's online safety are responded to instantly.</p>	<p>we roll it out across school. Remote Learning Code of Conduct to be shared with parents 29/01/21 Computing lead to include online safety in his weekly class teaching and as a standing agenda item on staff briefing.</p>		<ul style="list-style-type: none"> safeguarding and remote education during coronavirus (COVID-19) teaching online safety in schools
<p>Wellbeing</p> <ul style="list-style-type: none"> Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. 	<p>Resources from the The East Midlands Education Support Service are being accessed by the school ELSA trained TA and Inclusion lead/AHT. These have been used as resources for parents and children both as part of the planned curriculum and in response to individual/group needs. There are weekly catch-ups for all vulnerable children who are not accessing school. CTs monitor children's engagement daily and feedback to SLT. There are strong relationships between parent/staff/SLT which facilitates communication of concerns and feedback. All children are invited to a whole class wellbeing session</p>	<p>SLT to ensure that the PSHE curriculum is delivered – could this be moved to a morning in response to the increased morning engagement? Set up an elsa@gamston.notts.sch.uk Email address so that children know how to contact school on a daily basis directly.</p>	3	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>
<p>Data management</p> <ul style="list-style-type: none"> The school has appropriate data management systems in place which comply with the 	<p>Data management systems are in place according to the school policy. All systems used are GDPR compliant (Class Dojo, Team, CPOMS, ScholarPack)</p>	<p>Ensure that information and training is updated as required.</p>	4	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> with data protection activity, including compliance with GDPR to be cyber secure

<p>General Data Protection Regulation (GDPR).</p>	<p>All children's school email addresses are password protected. Lateral flow testing has been introduced and all staff have been given the Privacy Statement (NHS template) to read. Access to data managements systems is restricted as appropriate to the purpose. Established office staff and governors follow all GDPR guidance.</p>			
<p>Behaviour and attitude</p> <ul style="list-style-type: none"> • There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. 	<p>All teachers have an agreed code of conduct for remote learning and children are reminded of this at the beginning of each day. CTs have established strong relationships with the children in their class. All CTs / TAs teach their own class and reinforce the expected boundaries. Where these have needed reinforcing, CTs have addressed issues immediately and shared with SLT through embedded school protocols. All online chat is monitored.</p>	<p>Remind staff to revisit this every week. Share the remote learning code of conduct and create a child friendly version. Expectations for presentation of work to be agreed and shared with parents and children.</p>	<p>3</p>	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>