** Remote Learning Self Evaluation January 2021**

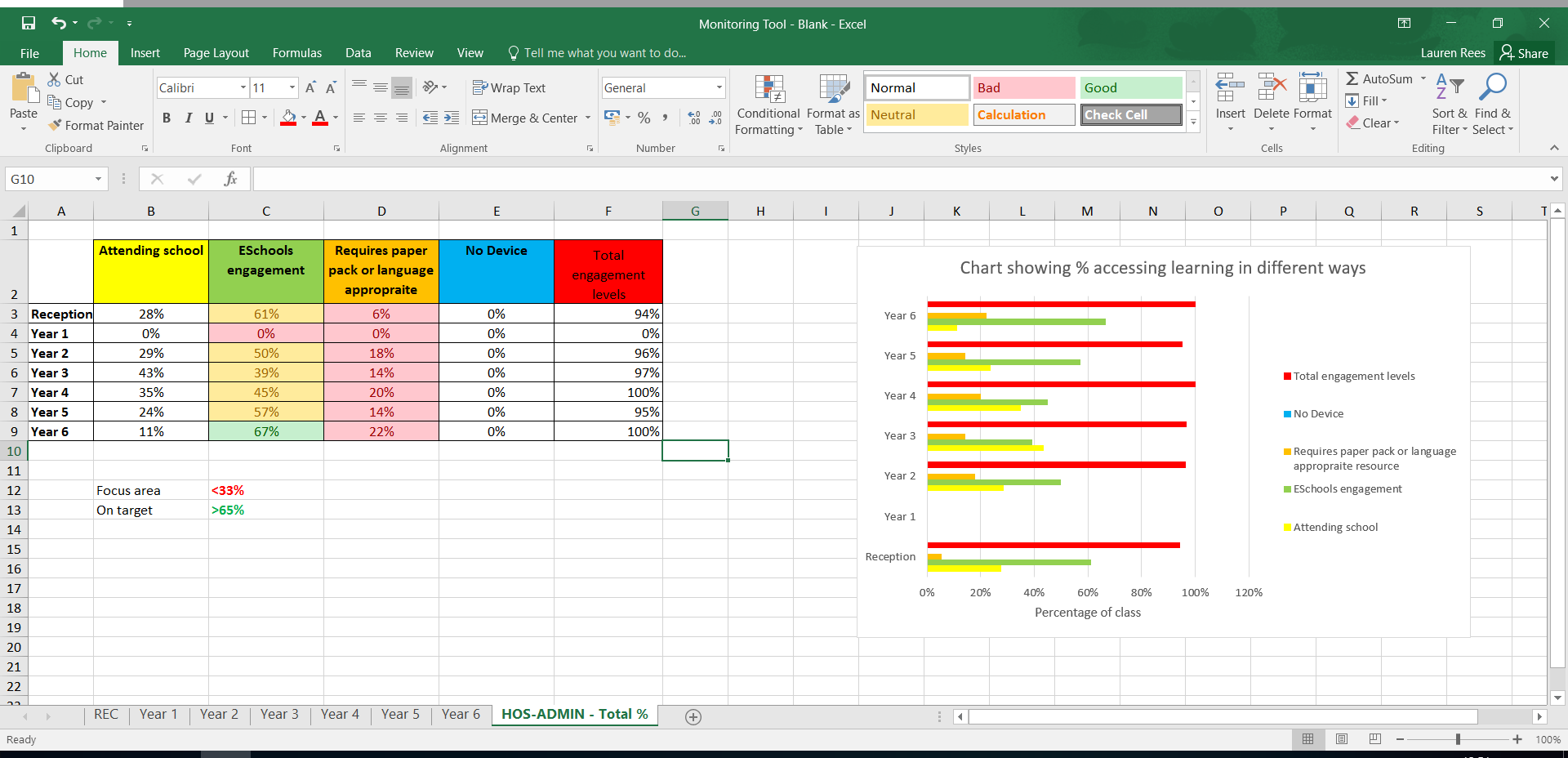
At Mevagissey School we ensure our remote learning offer is of equivalent high quality to that being delivered within the school setting. To ensure that we meet the needs of all learners the school uses a range of platforms these include Seesaw (Reception) and eschools (Years 1-6). The teachers within the school use a range of materials which include: Pre-recorded lessons, Loom, external videos from White Rose Maths, Cornerstones, explorify and National Oak Academy. We have twice weekly wellbeing checks using Zoom, where children can meet and discuss their learning with their peers. Those children who have an Education Health Care Plan are currently in school or have individual risk assessment and increased contact whilst at home.

**Quality of Education**

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| **Criteria** | **Evidence/Supporting statement** | **Area for Development** | **Additional information** |
| **Pupils receive meaningful and ambitious assignments each day in different subjects**. **Remote tasks are as challenging as tasks set in school and the level of work is pitched correctly.** | Expectations of remote learning created by the SLT and shared with all members of staff. As a result, there is a clear understanding of the expectations of remote learning.  National curriculum objectives, school curriculum documentation forms, and key progression skills are the basis of all planning documents. Teachers are allowed to use external sources where the learning closely matches that of the school’s curriculum. Therefore, learning set is appropriately challenging and meets the needs of all learners. | Senior Leaders must continue to monitor, and quality assure the content being delivered. | The designated senior Leader for Remote Learning has an overview of the content being delivered across the school. |
| **Teachers teach a planned and well-sequenced curriculum to pupils learning remotely which mirrors the curriculum being taught at school.**  **We set clear and reasonable expectations on how regularly teachers will check work and provide feedback, and pupils are clear about these expectations**.  Teachers will check all work submitted each day with feedback on at least 1 piece of work. | The Remote Learning policy outlines the expectation that where possible, Remote Learning aligns with the content being delivered in school. Where this is not possible, due to access to specialist materials or resources, teachers adapt their delivery to ensure that the learning outcomes are met.  As a school we understand the importance of feedback to pupils, both to improve the learner and to motivate the pupils. Therefore, we expect class teachers to comment, either verbally or with written comments, on Maths and English work, daily. Wider curriculum subjects feedback uses the Whole Class Feedback approach. Class teachers identify key strengths from the whole class, celebrate exceptional learning and identify misconceptions to be addressed in future learning – these can also be addressed in Zoom sessions. | In school assessment allows for middle leaders to check for the content and coverage within their subject. Middle Leaders are encouraged to monitor the coverage or content both through the MTP’s and by quality assuring the online content. |  |
| **Exceeding Expectations:**  **Pupils have daily contact (written, verbal or video) with their class teacher.** |
| **Teachers plan a remote programme that’s of similar length to the core teaching pupils would receive in school**.  E.g. remote pupils receive the same lesson input via a pre-recorded video or written explanation, and then work on an activity for the same amount of time, followed by the same plenary via a video or written explanation - this doesn’t need to be synchronous. | The school ensure that we are meeting the minimum requirements set by the DfE. This is clearly outlined in the teacher expectations document and Remote Learning Policy and are as follows:  EYFS/KS1 – 3 Hours  KS2 – 4 hours  These figures are the daily content expectations. Each class teacher ensures there is a minimum of 1 English, 1 Maths and 2 wider curriculum subjects. |  | We have introduced Well-being Wednesdays to decrease the amount of screen time our children have. These are tasks set by the teacher that link to our curriculum but focus on children’s wellbeing and getting creative. |
| **Teachers are clear about what they’re going to teach remotely in each subject** **and have clear lesson objectives.** | Teachers following their MTP’s and ensure sequenced learning and clear progressions |  |  |
| **Pupils receive clear, frequent explanations of new content from teachers or through high-quality curriculum resources or videos** (e.g. Oak National Academy or White Rose Maths). | Class teachers use the pre-recorded White Rose and National Oak academy videos to deliver learning. Where assessment identified weaknesses, these are addressed through 1:1 contact with the class teacher and through Zoom sessions. |  |  |
| **Teachers regularly check how well remote pupils are progressing through the curriculum. If pupils have gaps in their understanding, teachers will re-teach or adapt their remote lessons accordingly**. | Teachers track and check on pupil’s engagement and understanding and adapt lessons accordingly. Where misconceptions have been identified, re-teaching of the content may happen | SLT to track engagement and offer support to families where needed. |  |
| **Teachers differentiate tasks to suit pupils’ abilities, and pupils know which tasks they are expected to complete. Activities suit each pupil’s ability level as much as they would if they were in the classroom.** | SEND children and those with EHCP have differentiated task.  Extension activities are provided and additional challenge questions directed at more able pupils. | Ensure teachers are monitoring higher attaining pupils – specific and direct challenge to them if they are not engaging appropriately with the standard offer. |  |
| **Pupils have regular opportunities for peer interactions while learning at home.** | Twice weekly zoom meetings  Assemblies  Whole school competitions |  |  |
| **Key actions** | | By when? Who will lead ? | |
| * **Continue to monitor the sequence of learning each week, focusing on sequence of Literacy sessions.** * **Continue to monitor impact of zoom sessions and try to increase engagement from remote learners.** | | * LR and BR weekly * LR to sit in each zoom session and gauge interest and engagement of learners. | |

**Access to devices**

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| **Criteria** | **Evidence/Supporting statement** | **Area for Development** | **Additional information** |
| **Every household in our school has access to at least 1 tablet or laptop for remote learning. All pupils are able to access remote learning every day.** | Contact made with all families within the first week of lockdown. All families who needed help with devices have received one. |  | We have been able to give families who have multiple children two devices. |
| **Every pupil has access to printed resources that they can use if they don’t have their own device or stable internet connection.** | Learning packs are ready for collection each Monday. Pupils who cannot get to school to collect a pack have them posted out to them. | We are trialling teachers marking work that is being handed back to us in paper form and how much of an impact this is having on the children learning.  Eg. If a child is handing their week of work back on a Friday it need to be quarantined before being marked and handed back to the child on the Monday. Is this effective marking a feedback and what impact is it having? | All of our children have access to the internet or a device. |
| **We’ve provided disadvantaged pupils with additional resources (e.g. books, calculators and stationery) that they might not have otherwise**. | Children have had textbooks, stationary, reading books and any other supplies needed available to collect from school. If they cannot get to school then we post the resources needed. |  |  |
| **Pupils are encouraged to take regular breaks from on-screen learning, and teachers set off-screen work that develops other skills (e.g. handwriting).** |  |  |  |
| **All pupils and parents have access to video tutorials reminding them how to access online learning.** | The reason why we have stuck to eschools is that our parents are already extremely familiar with this platform. Everything is all in one place to it is easy to find and navigate. |  |  |
| **A teacher or TA in each year group is available throughout the day to answer pupils’ questions** **(through video calls, voice calls, or text chat).** | This is in place – Teaching staff are available all day to respond to pupils. |  |  |
| **Leaders monitor the engagement of children within the school. Where low engagement is identified additional provision/support is provided.** | Teachers submit a weekly audit on remote learning engagement. This includes children using learning packs. Most children using learning packs send pictures of their work via eschools. | Check – are we monitoring those using paper pack effectively? |  |
| **Key Actions** | | **By when? Who will lead?** | |
| * Create and distribute parent survey about remote learning. * Look into impact of well-being Wednesday, is it working? * Create a weekly competition to promote school community. | | * LR to create parent survey by end of Jan 2021. * LR – Monitor impact on staff and children by end of Spring 1 * Staff to submit weekly suggestions for whole school competitions - ongoing | |

**Engagement overview:**

**WB – 25.01.21**

**WB – 01.02.21**

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**Summary of access to learning:**

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| **Year Group** | **PP Accessing Remote Learning** | | | **SEND Accessing Remote Learning** | | |
| **R** | 2 | **100%** | (I in school, 1 online) | 4 | **100%** | (2 in school, 2 at home) |
| **1** | 3 | **100%** | (2 in school 1 online) | 4 | **100%** | (1 in school, 3 at home adapted learning) |
| **2** | 2 | **100%** | (1 in school, 1 online) | 2 | **100%** | (1 in school, 1 at home) |
| **3** | 2 | **100%** | (1 in school, 1 Online) | 5 | **100%** | (2 in school, 2 receiving adapted learning, 1 access) |
| **4** | 4 | **100%** | (1 in school, 3 online) | 3 | **100%** | (1 in school, 3 receiving adapted learning at home) |
| **5** | 7 | **100%** | (4 in school, 3 online) | 5 | **100%** | (4 in school, 1 at home) |
| **6** | 4 | **100%** | (1 in school, 3 online) | 3 | **100%** | (1 in school, 2 at home) |
| **Whole school** | 92% of children learning from home are engaging daily  100% of children are engaging every 48hrs | | | 88% of children are engaging daily  100% of children are engaging every 48hrs | | |

**Safeguarding**

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| **Criteria** | **Evidence/Supporting statement** | **Area for Development** | **Additional information** |
| **Pupils are aware of online safety and know how to stay safe.** | In class teaching and monitoring during Autumn Term in preparation.  Weekly welfare check – remind and discuss  Focus on internet safety 1st week Sp2 |  |  |
| **Parents know how to keep their children safe when learning online**. | Parent guides issued | More information to be shared on internet safety week. |  |
| **DSL and safeguarding team continue to make checks on EHCP and Vulnerable pupils – Accurate records kept.** | SLT and SENDco monitoring pupils following advice from class teachers. Records to be kept on CPOMS. |  |  |
| **Devices that we’ve supplied to pupils have all been cleared and has safety software applied. Parent have signed a document to say they will monitor their children’s activity.** | Yes – all devices are safe |  | All children who needed access to a device have had one given to them. |
| **Key Actions** | | **By when? Who will lead?** | |
| * SENDco will be starting weekly phone calls to SEN pupils who are home learning to offer any support and do a wellbeing check. * Internet safety week to run alongside remote learning on 22nd of February for all children. | | * SENDCO – week commencing 08/02/2021. Conversations to be tracked on CPOMS * SG and LR – Week commencing 22/02/2021 | |

**Provision for SEND**

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| **Criteria** | **Evidence/Supporting statement** | **Area for Development** | **Additional information** |
| **We’ve made reasonable adjustments to all our remote learning resources to suit pupils’ individual needs..** | * Resources are planned and adapted to ensure access and to meet the individual needs of children with SEND eg ensuring that the written language is simplified, presented in an accessible, user friendly way. * Feedback is always invited from children and parents and teachers are vigilant in following up incomplete learning activities with regard to SEND so that if needed further adjustments/ adaptations can be made.   Staff are finding inventive and creative ways to ensure engagement levels are high eg twice weekly welfare check through zoom with additional film clips made by staff eg dressed as Super Heroes | Timetable for review of Learning Passports to continue as planned.  Monitoring and feedback to be on going regarding planning and progress of children with SEND. |  |
| **Parents of pupils with SEND feel reassured and confident supporting their child’s remote learning.** **Parents know who they can ask for help or talk to if things aren’t working.** | * Level of contact, advice and signposting for parents continues to be effectively targeted. * Feedback from a recent parent survey demonstrated that parents are pleased and positive about their children’s engagement with the on line learning. * Where any difficulties or barriers have been identified teachers have been swift to make contact with the child and parent to offer support. **Case study**- a parent contacted school to highlight their child’s lack of engagement at home with concerns about transitioning back to school. In response the class teacher, SENDCO, child and parent developed the following plan:- * Expectations adjusted for work to be completed * Creation of an individualised curriculum * additional video calls put in place * more frequent home/ school communication * child invited into school for morning sessions   Despite parents having restricted access to school SENDCO contact is still maintained and a blended approach adopted at a high level whether face to face, on line or phone calls. | SENDCO to provide an additional layer of support through phone calls to all parents of children with SEN who are not attending school. |  |
| **Pupils with SEND receive the same level of support that they would receive in the classroom**, **e.g. therapies, 1-to-1 support from TAs, regular contact, and support to create regular routines.** | * Of the children on the Record of need 65% attend full time, of the others they have differentiated learning activities based on needs identified in their Individual Education Plans (Learning Passport). * Home school contact is enhanced as to identified need, professionals involved are maintaining contact with children. * Liaison between professionals and SENDCO/ school is strong and assessments continue as planned eg Cognition and Learning assessment was carried out on line with child and TA, SALT and EP involved in on line reviews. | * SENDCO and staff to be fully prepared in advance of any bubble closure in the case of a positive Covid outcome. | Well-being resources shared with staff in order to plan appropriate activities for Mental Health Awareness week. |
| **If we’re using a digital education platform, our teachers, TAs, and SENCO are familiar with its accessibility features, so they can support pupils with SEND to use the platform.** | Yes- SENDCO fully involved in the design and use of eschool and as a result is enabled to support teachers with ensuring content is accessible and appropriate for the learners. | * Monitoring to be on going and routine. * SENDCO to ensure contact with governor responsibility for SEND to quality assure work of SENDCO and school SEND offer at this time. |  |