Overstone Combined School

Consideration	By who/ Team	RAG	Evidence
A. Remote Education - general			
● Is the school's understanding 'remote education' in line with the DfE 'definition'?	HT & SLT	G	At Overstone, a wide range of approaches to remote learning have been developed, tested and refined. Despite the challenges, remote education has made a significant contribution to enabling our pupils to continue to learn and progress.
● Have the expectations set out by the DfE (especially RE December 2020 changes) been reviewed (focus on regular assignments, sequenced learning, hours per day expected, etc)- see DfE guidance?	SLT CTs	G	Throughout staff meetings: w/c 04/01/21 – CTs reviewed and actioned. The SLT at Overstone have overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
● Has the school reviewed and reiterated homework setting arrangements?	HT SLT CTs	G	January 2021 – as a school we have produced a generic daily timetable template for remote learning. This work is inline with what is to be taught by teachers and learned by pupils in a carefully sequenced curriculum.
● How is individual as well as 'peer engagement' being secured?	HT & CTs	G	Topic related activities are provided to engage all our pupils (January 2021). These activities will be offered online or can be given as a paper copies to our children.
● How are expectations regarding remote learning established and communicated? Behaviour and remote learning? NB not all years/bubbles may have experienced remote learning last term.	HT CTs	G G	Emails and phone calls to parents. Messaging via online platform (Classdojo) from CTs, Key Stage Leaders and the Head Teacher. Overstone's Remote learning platform will be used consistently across the whole school.
● Has the Information been reviewed on School Website about Remote Learning? (NB current DfE guidance deadline 25.1.21; suggested proforma attached in Appendix A)	SLT HT Admin	G	Reviewed on 18th January 2021 by Governors. SLT will liaise with the office to upload onto school website.
● What have been the barriers to remote learning? What lessons learned will positively impact reviewed approaches for the coming term e.g. with regards to 'reluctant' pupils/families?	SLT	G	Positive impact – whole school topic theme per day with the remote learning platform being used consistently across the school.

				Barriers – no completion of work; any home computers or issues with internet and little or no parental support.
● How will those 'reluctant' pupils and/or families be addressed for the coming term?	CT SLT & admin staff	G A		(Jan 2021) Twice weekly virtual 'catch-up' sessions where remote learners, teacher and key worker children during the day, using zoom. Individual phone calls to those who do not attend the zoom 'catch-up' sessions.
● How is remote learning evaluated and pupils' response/work assessed/marked/ feedback on?	CT SLT	G		Daily feedback on work from CTs. SLT to monitor feedback regularly. HT posts videos to whole school.
● How will the school will monitor take-up of remote learning and intervene where necessary?	SLT & CTs	G		Invitation given to all parents and children. Observation of work returned on learning platform. Follow up calls or messages to individuals. Offered paper copies of work if needed or specific resources for individual needs. Encourage all to login for online learning via calls and emails.
B. Remote Curriculum				
● Has the school ensured the correct stipulated hours of remote education as per latest DfE guidance?	SLT CTs	G		Daily timetable of amount of work given to every child every day. 4 hours of remote learning, which includes: Maths; English; Topic related tasks; PE; reading and times tables practise. Overstone's online platform allows interactions and feedback, and all teachers are confident in its use.
● How will the remote curriculum focus on supporting pupils' mental health and wellbeing?	SLT SENCO ELSA	G		Well-being resources offered and weekly phone calls/virtual sessions using online platform 'Seesaw' for nurture groups. w/c 4th January 2021, all home packs (Hot Chocolate, snacks & Mindfulness activities) were delivered.
● What modifications can the school make to the existing timetables – e.g. how to ensure there is an appropriate balance in terms of subjects and curriculum areas? Is the current curriculum still broad, balanced, rich and deep? Are any subjects 'dropped'? If so, why and what can be used to fill the gaps? E.g. with theoretical activities/ wellbeing focus topics?	SLT & CTs	G		No subjects have been dropped. We provide 4 hours of remote learning, which includes: Maths; English; Topic related tasks; PE; reading and times tables practise.

			Every afternoon, there is a whole school theme topic work offered to the children to support parental organisation. For example: Monday – History/Geography Tuesday – RE/PSHE Wednesday – Computing/French Thursday – Science Friday – Art/DT PE will be a recommended daily activity. Daily reading and times tables practise is expected to be undertaken. We offer a broad & balanced curriculum and when any gaps identified, we offer appropriate work to fill those gaps. Well-being and Forest School activities are also offered. Overstone plans a well-sequenced curriculum so that knowledge and skills are built incrementally.
● What specific support can be provided remotely for disadvantaged pupils and SEND?	ELSA SENCO TA	G	Welfare virtual sessions, phone calls and emails. SENCO officer always on-hand to deal with any concerns or queries. January 2021: Virtual intervention groups set up every day – Toe by Toe and Hornet.
● How will the school further communicate these developing changes to parents and carers and involve Governors + inform RSC/ESFA/LA etc.? Are the stated 'values' of the school referred to?	SLT CTs	G	Further communication by either emails or letters. Values certificates given out at the end of the week. Remote Learning Superstar Certificates – given out during zoom sessions online, started on 15th January 2021.
● What about communicating to the pupils?	HT CTs	G	Daily communication via on-line learning platform and twice weekly 'virtual catch up' sessions with all class children. As and when required CT will respond via email.
● Are SMSC and HR(s) E still secure? Are topics adapted according to emerging patterns of need?	CTs PSHE co-ordinator	G	Topics planned through curriculum are shared via home learning. More sensitive subjects moved around, so can be covered in school.
C. Safeguarding and Well-being			

● Has the school noted increased referrals/types of referral since September 2020?	SENCO	G	None.
● Is there a pattern emerging? E.g. types of concern/prevalence of specific issues/clusters/pupils who were not previously on the 'radar'…	SLT CTs	G	No emerging pattern. The same issues with poor internet connection, no home PCs, and no parental support.
● How are identified vulnerable children risk-assessed for remote education? E.g. RAG rated for different communication approaches?	SENCO ELSA (SW)	G	Vulnerable children have been accommodated in school. Welfare weekly 'virtual catch-up' session (Hot Chocolate group). Continues with nurture group children, using Google meet. CTs have been requested to let SENCO & SW know of any children within their class that they have any concerns about. ELSA will contact those of concern.
● How is the list of identified vulnerable/potentially vulnerable children reviewed?	CT SENCO	G	CT observing engagement. SENCO monitoring through ELSA/Nurture sessions.
● What specific support plans involving external agencies will be in place? (Has the school specific support plans – shared with other agencies- for those identified as most at risk?)	HT	G	HT regular meets virtually with CIN and Child Protection team for individual cases. Children who receive 1:1 sessions, such as play therapy are receiving remotely.
● How has the school adapted policies and procedures/remote curriculum/remote tutor time/remote delivery of PSHE etc. to address the emerging patterns of need?	CTs DSL HT	G	Continue to use PSHE plans in place for relevant year groups. Any emerging issues related directly to DSL. HT – remote curriculum policy – updated 05/01/21.
● How has the school prepared the SG and Pastoral teams/staff in general for the increase in SG concerns, potential disclosures after holiday period etc. remotely? E.g. time to perform duties/enhanced team/more training etc.	SENCO	G	Art therapy (intro) course during first lockdown, and now used in school. ELSA training secured (Feb/March 21) Virtual interventions (wc 11th Jan) Welfare weekly 'virtual catch-up' session (Hot Chocolate group). Continues with nurture group children, using Google meet.
● How do these processes of communication and disclosure work remotely?	DSL SENCO CTs	G	As and when the need arise, CT concerns are communicated to SENCO. SENCO liaises with ELSA member of staff who would contact parent/carers and then action forward. Parents are able to contact SENCO directly with any concerns or questions.
i. **Safeguarding and Remote Education - Safeguarding pupils and teachers online**			
● Keeping pupils and teachers safe during remote education is essential. How are teachers who are delivering remote education	SLT	G	Reminded principles in email send 15/01/21.

online reminded of awareness that the same principles set out in the school's staff behaviour policy (or code of conduct) will apply?			
● Has the school elected to update their policies to reflect remote online education? ● Are there protocols/contracts sets up for staff/pupils and home?	HT & Well-being CT	A	Working on 'Emotional Health & Well-being Policy' January 2021. TBC - Remote learning policy – needs to be checked for a section for staff.
● Has the school reviewed eligibility for the extended laptop hiring government scheme or other? E.g. Leasing arrangements, proper usage guidance and contracts etc.	SLT	A	Have applied to B2B and local companies/charities for remote learning laptops. Three Government laptops have been received and allocated to children for remote learning. The school has requested out the local community for any available laptops.
● Are there arrangements for the cleansing of laptops, checking for inappropriate usage/downloaded materials, especially after holiday period?	IT Specialist	G	Every two weeks comes into school to sort and check IT equipment. Updating any laptops we have for remote learning.

● How has the school reinforced contact with parents and carers during this time to stress the importance of children staying safe online?
 	
● How has the school reminded parents and carers to be aware of what their children are being asked to do, including:
   o sites they will be asked to use
   o school staff their child will interact with
	CTs	G	The class teacher will organise work to cover this.

● How has the school emphasised the importance of a safe online environment and encouraged parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites?	CTs HT	A	A reminder to be sent from the class teacher about keeping safe on line. In computer lessons, work to be issued on 'Keeping Safe online.' HT to email parents to encourage to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.
ii. **Reporting concerns**			
● How has the school reiterated those reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education?	SLT HT	A	An email will be sent out to staff and parents about on-line safety and how to reports concerns. To be sent w/c 18th January 2021.
● Has the school opted to review the existing arrangements (including their child protection policy) to ensure they are appropriate and reflect remote online education, or whether additional or alternative arrangements need to be put in place?	HT	G	Review of Child Protection Policy and SEN Policy (EYFS) in Summer 2020. Updated January 2021 and shared with Governors on 18th January 2021.

● Has the school considered revised approaches to managing online abuse/bullying/upsetting content/extremist content/grooming etc.?	SLT HT	A	To remind staff of this policy and a parent email to go out, w/c 18th January 2021.

iii.	**Communicating with parents, carers and pupils**		

● Where education has to take place remotely due to COVID-19, how has the school ensured that its teachers and pupils continue to maintain professional practice as much as possible? For example,
  ○ use school email accounts (not personal ones)
  ○ use school devices over personal devices wherever possible
  ○ advise teachers not to share personal information
	SLT CTs	G	All staff have school email addresses: _____ @overstone-wing.org
			
			CTs have school laptops and are advised not to share personal information with children.

● What safeguarding measures have been applied to ensure that virtual lessons and live streaming are safe? What mechanisms have the school for stress-testing this?	SLT CTs	G	January 2021: twice-weekly Zoom virtual 'catch-up' sessions are held in school, with the keyworker children and remote-learning children. Two members of staff are always present in the session and a request has been made that parents are also present – even if in the background.

iv.	**Providing pastoral care remotely**		
● Where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) what has the school explored to help parents, carers and pupils make a weekly plan or structure?	HT SLT CTs	G	A class daily timetable is provided on Classdojo to all classes. All the work is detailed and in priority order. Links to relevant websites are given with ideas on how to complete the tasks. Paper versions of work can also be given if there are issues with IT etc. CT is on-hand via Classdojo for any questions. SLT & HT have access to all Classdojo pages.
● Have these plans included time for education, playing and relaxing to reduce stress and anxiety?	CTs ELSA (SW)	G	A selection of afternoon activities is provided including: topic related work, PE sessions from REAL PE or Joe Wicks fitness; Forest school activities and Well-being resources.
● How has the school developed differentiated, age/need-appropriate approaches to remote pastoral support?	SENCO ELSA (SW)	G	Understanding the need of our children, the SENCO and team are always on hand to deal with any concerns. Contact through emails; phone calls, class dojo pages and virtual sessions e.g. 'Hot Chocolate Group.'
● How will pupils be equipped with the tools to prepare for, return to and stick with learning and virtual school-day routines? How will these be adapted specifically for mentally/socially/emotionally vulnerable pupils following the holiday period?	SLT SENCO CTs	A	Use of SEND Gateway booklet 'Returning to school' has been used previously in the first lockdown. Pastoral sessions will be organised when the children return to school. Time in for remote learners with SENCO (on the playground).

			SENCO took class photos to show classroom setup enabling those returning children to see what school now looked like.
			Offer of visual timetables e.g. time to wash your hands etc.
			Good communication with all school parties and parent/carers.

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What should my child expect from immediate remote education in the first day or two of pupils being sent home?

We provide an invite for all parents to the Classdojo page. Messages are sent confidentially to individuals or can be shared with the whole class. The class teacher can add relevant and suitable website links or resources to the class page.

The teacher will upload the night before, a class daily timetable with all details, links and resources for the following days work. Once your child has submitted their work, the teacher is able to read it and make any necessary comments. On occasions, the teacher may return your child's work with corrections or comments for them to complete. Once completed, the teacher will then approve their work. At the end of the day, the children's work will be archived into their portfolio page.

We can offer printed resources, such as textbooks and workbooks, to structure learning for individual children, should the above not be accessible.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

At Overstone we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example Relationships and Sex education (RSE) would be changed to the planned curriculum, when teaching remotely.

4 hours of remote learning, which includes: Maths; English; Topic related tasks; PE; reading and times tables practise.

Every afternoon, there is a whole school theme topic work offered to the children. For example:

Monday – History/Geography

Tuesday – RE/PSHE

Wednesday – Computing/French

Thursday – Science

Friday – Art/DT

PE will be a recommended daily activity.

Daily reading and times tables practise expected to be undertaken every day.

We offer a broad & balanced curriculum and when any gaps identified, we offer appropriate work to fill those gaps.

Well-being and Forest School activities are also offered.

Overstone plans well-sequenced curriculum so that knowledge and skills are built incrementally.

Remote teaching and study time each day. How long can I expect work set by the school to take my child each day?

Primary school-aged pupils	At Overstone we expect that remote education (including remote teaching and independent work) to consist of 4 hours of learning every day. This will include: Maths; English; Topic related tasks; PE; reading and times tables practise.
	We use a range of online video lessons to help with teaching, the use of White Rose for Maths; BBC Bitesize for all areas of the curriculum; Pie Corbett maths; Oak National Academy and REAL PE are a few that we use regularly.
	Our teachers here at Overstone, are best placed to know how our pupil's needs can be more effectively met to ensure they continue to make progress, even if they are not able to be in school due to self-isolating or lockdown.

Accessing remote education. How will my child access any online remote education you are providing?

At Overstone we use the on-line platform Classdojo to upload remote learning education activities. This platform (Classdojo) allows interaction and feedback from the teachers to every pupil. Our staff are trained and confident in its use.

If my child does not have digital or online access at home, how will you support them to access remote education?

At Overstone we recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We overcome barriers to digital access for our pupils by distributing school-owned laptops by a user agreement. These laptops may have been donated, and will be wiped and setup ready for the child's use.

- Pupils, who do not have online access, will be offered printed materials for their child to complete. If possible, their completed work can be uploaded or pupils can submit work to their teachers in school, where it will be quarantined, before being marked.