

Madeley Academy Remote Learning Review January 2021



Scoring key for each category

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
<i>Not yet in place or there are major gaps.</i>	<i>Identified gaps but a plan is being developed to address them.</i>	<i>In the process of implementing systems and practices to address this.</i>	<i>Practices and systems are in place with minor gaps.</i>	<i>Practices and systems are fully embedded, and there are examples of best practice.</i>

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Approach	Strengths	Gaps	Score (1 to 5)
<p>Remote education plan 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>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>Mrs Furlong, Senior Deputy Head oversees Remote Learning</p> <p>Staff training has been undertaken and is on-going.</p> <p>The approach is outlined in the Remote Learning Policy and resources and guidance are available on the website.</p> <p>The plan is underpinned by high expectations and follows the planned curriculum whether students are working within the Academy or remotely. This is embedded practice and curriculum planning reflects this.</p> <p>The engagement of students with an EHCP is closely monitored, they are supported by TAs and personalised resource packs have been delivered to all students.</p>	<p>Further quality assurance of resources will be put in place during the Spring term.</p>	4

Approach	Strengths	Gaps	Score (1 to 5)
<p>Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Governors have been kept informed of the Academy's approach to remote learning through presentations and updates including a review of the provision through the previous lockdown and also a demonstration of some of the current resources.</p> <p>Staff have undertaken training on both the approach to Remote Learning and also in terms of software and assessment. Staff are updated via regular emails, through the Middle Leader group and also have access to a resource bank. Sharing of good practice is encouraged.</p> <p>Parents have been informed of the Academy's approach to remote learning through a variety of letters and through the policy and parental guidance available on the website. They have a help sheet with contact information for technical and pastoral matters. All students have email access to their teachers.</p>	<p>This will be on-going and reported in the February Governors' Report.</p> <p>Staff training and updates are on-going.</p> <p>Parent video to be added to website end January 21</p> <p>Further guidance emailed to Parents end January 21</p> <p>FAQ Parental Guidance available on website end of January 21</p>	4
<p>Monitoring and evaluating 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>Levels of student engagement in remote learning have been monitored since October half term and Year Managers take action based upon this. The SENCo closely monitors the engagement of students with an EHCP and intervenes accordingly to address barriers.</p> <p>Middle Leaders and SLT monitor staff absence and personal issues to support staff where necessary and the Remote Learning Policy gives guidance on reasonable timings for the working day.</p> <p>The Attendance Team monitors and reports attendance and supports Year Managers with issues</p>	<p>Monitoring and evaluating is on-going as the system and lock down evolves</p> <p>Monthly ML meetings on Zoom</p>	4

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)
<p>Home environment</p> <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 • how to manage their time during periods of isolation 	<p>An audit of ICT provision at home was undertaken in September and identifies the students' levels of provision at home.</p> <p>Year Managers have close links with students and, using the engagement data, manage appropriate intervention. Due to the high levels of deprivation, paper-based resources have been supplied to all students as have revision guides.</p> <p>Parents contact Year Managers for support and also have access to the Personal Tutor.</p> <p>Parents have been issued with guidance on how to support students at home</p> <p>Year Managers have produced videos including how to manage time at home</p>	<p>Series of videos planned for students on how to self-study</p>	<p>4</p>
<p>Laptops, tablets and internet access</p> <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. 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>All students with EHCPs are encouraged to attend the Academy where appropriate and are supported by TAs. They have a personalised, differentiated work pack overseen by the SENCo and have weekly contact with their key worker with a focus on reducing barriers to learning.</p> <p>All students have access to paper-based resources such as Science revision guides. Year Managers co-ordinate paper-based resources for any students with ICT-access issues.</p> <p>Laptops are being distributed to eligible students and all vulnerable students have been issued with a laptop. SIM cards and dongles have been issued as well as guidance on how to use games consoles to access Teams.</p> <p>The curriculum has been planned to include some resources that work well on mobile phones including Educake and Mathswatch as well as assessment via Socrative.</p>	<p>To source further devices eg University of Wolverhampton</p>	<p>4</p>

Approach	Strengths	Gaps	Score (1 to 5)
<p>Supporting children with additional needs 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>	<p>High Needs students are encouraged to attend the Academy where they receive appropriate support.</p> <p>Personalised workpacks are regularly issued by the SENCo and any non-engagement is quickly followed up and barriers identified.</p> <p>Parents have been issued with a bespoke set of resources and have been written to with guidance on how to support their young person at home.</p> <p>Parents and students have weekly contact with the Academy.</p>		4
<p>Monitoring engagement 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>	<p>Engagement has been monitored in detail since October half term across the 3 main platforms being used. Year Managers monitor this closely and have a dedicated team of staff to follow this up.</p> <p>Work packs are issued by year managers and Middle Leaders are monitoring engagement in optional subjects. Letters and phone calls home are being used to follow up with non-engagers.</p>	Further training using 'insights' function on Teams software planned for February	4
<p>Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Guidance on how to use technology and also how to access the software is available on the website. Students have been issued with a guide on how to seek technical assistance and our ICT team offers a quick response, often going the extra mile to support students with technical issues at home.</p> <p>Students with SEND have relevant software and hardware in line with their EHCP requirements to ensure they can access the curriculum. This includes examples such as two students issued with Zoom Text due to visual impairments and other students have received guidance on how to change screen settings or use Claro Read software to help them access the curriculum.</p>	Technical video to be added to website Spring half term	4

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)
<p>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:</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>The expectation is 5 hours of learning each day. This is communicated to staff, students and parents and is in line with national guidance.</p> <p>Core subjects have audited that their provision is in line with curriculum model.</p> <p>Students and parental; videos have been posted on the website to reinforce this.</p>	<p>Quality Assurance audit planned for start of Feb 21.</p> <p>Feedback to be gathered from a variety of students on quantity of daily work</p>	4
<p>Curriculum planning 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>	<p>Curriculum Planning has had a significant focus in the Academy since 2019-20 and sequenced plans are in place across all subjects as there has been significant time spent on this.</p> <p>Remote Learning is following the published curriculum plans that is identical as much as possible, to that taught in class and followed by vulnerable students attending the Academy.</p>	<p>Middle Leader curriculum audit in February 2021 to identify good practice and identify any curriculum amendments.</p>	5
<p>Curriculum delivery 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. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>The Academy uses a range of platforms including Microsoft Teams, Mathswatch and Educake.</p> <p>Live lessons include pre-recorded content, audio and video on powerpoints and live lessons from the Oak Academy.</p> <p>Students with EHCPs have additional support from a TA and barriers to using these platforms are identified and addressed eg. supplying individualised work packs from all core subjects</p>	<p>Staff training and development of resources in on-going</p> <p>Quality Assurance processes in February will focus on curriculum content, delivery and assessment and feedback</p>	4

Approach	Strengths	Gaps	Score (1 to 5)
<p>Assessment and feedback</p> <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 individual or whole-class feedback where appropriate.</p>	<p>Guidance has been given to staff on weekly feedback.</p> <p>Assessment is taking a variety of forms including Socratic knowledge checks and the use of 'Assignments' on Teams</p> <p>Progress Reports will be issued via email in February.</p> <p>Year Managers are following up on concerns</p>	<p>Quality Assurance processes in February will focus on curriculum content, delivery and assessment and feedback</p> <p>Wave 3 intervention data will highlight any concerns</p>	<p>4</p>

Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)
<p>Effective practice 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>Senior Leaders keep up-to-date with current guidance.</p> <p>Staff receive regular updates and guidance. A resource bank is available and good practice is shared across the staff.</p>	<p>The development of resources are ongoing as guidance evolves</p>	4
<p>Staff capability 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>	<p>Staff receive on-going CPD on curriculum development, remote learning and relevant software.</p> <p>Staff have undertaken CPD on the Accessibility of the Curriculum and the 4 categories of SEND. Staff are supported by the SENCo in order to make remote learning resources accessible.</p> <p>A full menu of remote CPD opportunities has been made available to all staff with specific SEND training available for all TAs.</p>	<p>Development and CPD is on-going</p> <p>Planned remote Middle Leader meeting January 2021</p> <p>Potential development of Oak Academy digital library will be very useful</p>	4
<p>Strategic partnerships 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 EdTech Demonstrator Programme and curriculum hubs.</p>	<p>The Academy links closely to the other schools in the MAT so there is a coordinated approach and a wider sharing of expertise.</p> <p>The Academy has good links with the Local Authority and keeps abreast of local developments, sharing expertise with other local schools.</p>	<p>Strategic MAT meeting planned for February to share best practice</p>	4

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)
<p>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.</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 have access to a range of materials on the Academy's website and have had frequent communication via email or telephone where necessary.</p> <p>Expectations are clearly established in a video and supporting documentation.</p> <p>Students understand the requirement for 5 hours daily learning and have guidance on how to use the key learning platforms.</p>	<p>Further student guidance videos to be available Feb 21</p>	<p>4</p>
<p>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>	<p>Year Managers keep in touch with Year Groups and are setting Year Manager challenges to maintain a sense of community.</p> <p>Year Assemblies are undertaken to keep students informed and involved and a set of RSHE materials are available to each year group.</p> <p>SENCo and TAs have weekly contact with EHCP students.</p>	<p>Further challenges and assemblies planned</p>	<p>4</p>

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)
<p>Ensuring safety</p> <p>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>	<p>A Safeguarding Policy Statement or Safeguarding Policy addendum has been posted on our website at each stage of the various lockdowns outlining the Academies response to the restrictions. A DSL is always available (during Academy hours) to deal with safeguarding concerns, from staff, students or parents. All students are contacted every two weeks by their tutor any safeguarding concerns are reported immediately to a DSL.</p>		5
<p>Online safety</p> <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>Sessions are pre-recorded and links are utilised to avoid online safety concerns. Our Online Safety Policy is updated and available on the website for parent / student information. Support is through guidance on updated website and policy documents. Parents are reminded about safe remote learning in parents guidance and video.</p>		5
<p>Wellbeing</p> <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 and via assemblies, particularly for those that are most vulnerable.</p>	<p>During lockdown all students are contacted every two weeks. Vulnerable students and those with an EHCP if they are not attending the Academy are called weekly. Support is available from Tutors, Year Managers and the Mental Health and Well-being Team.</p>		5
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Privacy notices have been updated and parental guidance is updated on the website. Data management is compliant with GDPR, staff are updated yearly with guidance. A Data Controller and Data Protection Officer in place and registered with the ICO</p>		5

Approach	Strengths	Gaps	Score (1 to 5)
<p>Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Guidance on the Academy website recommends that disrespectful or disruptive behaviour during remote learning should be addressed. Students are expected to behave in a respectful and purposeful manner. Advice or guidance on this matter can be discussed during the touching base call with the tutor who will offer support and may refer concerns to the relevant Year Manager.</p> <p>Students who access the Academy will follow the normal behavioural expectations within the Academy, including sanctions and rewards.</p>		5