

Review of Remote Education Provision

School Name: St Marks Academy

Date completed: February 2021

Approach	Commentary
Leadership	
<p>Remote education plan Plan is in place. A senior leader has responsibility for quality. Curriculum is aligned to in-school curriculum.</p>	<ul style="list-style-type: none"> • We have written to parents/carers, outlining our approach to Remote Education including links to video guidance of how to access MS Teams. • All teaching staff upload their pre-recorded stream video lesson onto Teams so that students can access lessons in their own time. These videos can be accessed more flexibly, at times convenient to students, and paused and re-watched. • Every lesson finishes with a short MS Form quiz that we use to track pupils' progress. Teachers also provide students with whole class/ individual feedback, based on the quizzes. • RSE has oversight of our remote education provision supported by the Remote Ed Team. • 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, in Maths we have decided not to teach constructions and Loci as students do not have the necessary equipment. • We carry out regular QA measures to ensure that all staff follows our curriculum intent. For example, we review the stream videos that staff upload along with their 5-year plan to see if these marries up. We also review the quality of our low stakes quizzes to see if staff are revisiting and testing the most powerful knowledge outlined in their 5 year plans.
<p>Communication Shared approach shared with stakeholders.</p>	<ul style="list-style-type: none"> • Parents and carers are provided with regular updates about our remote education provisions. We sent a letter out on the 21st to parents to share our approach to increasing student engagement with Teams remote learning. • We have been hosting our virtual Remote Education Parents Evenings over the past four weeks. The feedback from these evening have been overwhelming.
<p>Monitoring and evaluating Systems in place to monitor impact including impact on workload, absence data.</p>	<ul style="list-style-type: none"> • Virtual Airing and sharing meetings - Every Wednesday at 9:30am the senior leadership team will be hosting a Teams meeting to discuss any concerns staff might have about workload • Daily Daylight Minutes - The current lockdown situation means that more and more of staff are spending an extraordinary amount of time of screen each day and to support staff in ensuring that they are getting their daylight minutes we are creating a Daylight Minutes lunch break for all staff from 13:00 to 13:30 each day for days when they are working from home. During this time there will be no meetings scheduled and staff are encouraged to move any pre-existing meeting. • Staff survey- we monitor staff wellbeing and morale regularly so that we can better understand our staff personal situations so that we can provide appropriate support • Catch up day – a dedicated day to allow coaches time to contact students to discuss individual engagement and progress with remote learning. • Staff absence are recorded and monitored in the same way. • Half termly union meetings with the head teacher.

Remote education context and pupil engagement	
<p>Home environment School is aware of home circumstances. Pupils are helped to self-regulate eg time management.</p>	<ul style="list-style-type: none"> • The welfare and the safeguarding Team make regular calls and make weekly visits home for the students who are not logging on to Teams to explore issues and provide further support. • Students are being offered a place following an analysis of engagement data and home visits. • We Recognise that some students need to share laptops/computers at home (because of siblings or parents also working at home) so we have reduced our lessons to 30 minutes. • Our coaches make weekly phone calls home so that they can support the students in their coaching group with any problems they might have. • Our stream video lessons follow the same Lessons structure as normal lessons at school (Introduction, Recap, Task and Exit Ticket Quiz) to help our students to self-regulate • Our Responsive teaching strategies works at a distance too. Through our carefully designed MS forms quizzes, in the style of an exit ticket we can alter our planning and respond to the needs of our students.
<p>Laptops, tablets and internet access Aware of pupils without access and addressed.</p>	<ul style="list-style-type: none"> • We have sent out two surveys to parents to find out who need support with Laptops and Internet access. • The senior leadership team have designed criteria for how we will issue or lend laptops or tablets to pupils. All stake holders aware of how to prioritise laptop provision. • We have provided over 80 laptops and dongles since September. There are plans to provide more laptops over the coming weeks. • We are applying for tablets from Asda. • Parents can request a laptop by contacting us at homelearning@stmark.anthemtrust.uk
<p>Supporting children with additional needs Vulnerable pupils, including disadvantaged and SEND, and their families are supported.</p>	<ul style="list-style-type: none"> • All our Vulnerable students are offered a place at school. We have created a Nature group that is designed to meet the varying needs of these students. • The SEND Team communicate regularly with parents and carers of SEND pupils and support the continued therapies and external provisions that are crucial for the successful development of SEND pupils. The SEND department also have weekly online team meetings to discuss additional support for these pupils • All our stream video lessons are designed with these students in mind- we still provide students with scaffolded tasks. Our staff have attended many CPD sessions on how to reduce Cognitive Overload. • We have limited our lessons to 30 minutes long and our stream videos are much shorter because we know that some our students struggle to stay focus for long periods. • Staff ensure that work is differentiated as required for all learners when setting online tasks. • Staff focus on only one skill/topic in each stream video so that students have more time for practice and depth. • All our Exit Ticket Quizzes start with recall questions and get progressively more difficult.

<p>Monitoring engagement Pupil engagement checked daily. Concerns followed up immediately.</p>	<ul style="list-style-type: none"> • The Senior leadership team have designed a document for how to Reward and Support students for remote learning. This system requires teachers logging achievement and behaviour points on sims so that we can identify in a clear way our engagers and non-engagers. • HOD and Progress leaders are sent weekly engagement data that is then shared with coaches so that non engagers can be supported and challenged and engagers can be praised and rewarded. • Class teachers can also track quiz engagement for the classes they teach. They send personal messages to the students who are not engaging and contact home for repeat offenders. • We also have our weekly virtual reward assemblies that we used to reward and motivate students. • We now have a great engagement tracker in place which monitors our students' engagement with remote education. From this we are able to target and support those students and families that are struggling but also reward the students who engaging and making progress.
<p>Pupil digital skills and literacy Pupils receive help with technology, including assistive technology if needed.</p>	<ul style="list-style-type: none"> • Head of 6th Form has conducted email competitions with all year groups (Au1/2) • Head of 6th form to launch another project around emails with help from progress leaders • For all students to receive the right notifications their settings need to change
<p>Curriculum planning and delivery</p>	
<p>Minimum Provision Work is provided to meet the minimum requirements of 3 hours (KS1); 4 hours (KS2; 5 hours (KS3 and 4).</p>	<ul style="list-style-type: none"> • Students follow their normal time table lessons. Teachers upload their pre-recorded stream video lesson on the day that students would have their lesson. • Students are required to watch the video and take notes. The lesson then culminates with them completing a short exit ticket quiz and an optional stretch task. If done properly, this will take the students around 45 minutes and longer if students complete the optional stretch task.
<p>Curriculum Planning Clear, well-sequenced curriculum for in-school and remote education.</p>	<ul style="list-style-type: none"> • Our stream video lessons follow the same Lessons structure as normal lessons at school (Introduction, Recap, Task and Exit Ticket Quiz) to help our students to self-regulate. • We have put a lot of thought into the in school curriculum. A typical day for students in school includes coaching Time, Online Lessons, PSHE, PE and Creative Activities. • Teachers on site are encouraged to structure the lesson like a normal lesson, giving clear instructions for each task. They also pause the lesson regularly to ask questions and check students' learning

<p>Curriculum Delivery Provision includes independent work and direct teaching (live or recorded) from the school or other provider. Digital platform in place.</p>	<ul style="list-style-type: none"> • All our staff upload their pre-recorded stream video lesson onto MS Teams so that students can access lessons in their own time. These videos can be accessed more flexibly, at times convenient to students, and paused and re-watched. • We have started to trail Live lessons with some of our 6th Form classes with a view to rolling this out across all of 6th Form in the new future. • We continue to enrich our students lives through virtual opportunities? For example, Yr10 have had two live tutorials with the PhD tutor from UCL. Also, some Y11 students have been engaging in extra GCSE reinforcement sessions with specialist teachers across our school's partnerships in English, French and Chemistry.
<p>Assessment and Feedback Plan is in place to assess pupil progress. Feedback is given at least weekly.</p>	<ul style="list-style-type: none"> • Our Responsive teaching strategies works at a distance too. Through our carefully designed MS forms quizzes, in the style of an exit ticket we can alter our planning and respond to the needs of our students. We are responding to the needs of our students and re-designing the curriculum in light of assessment. • The MS Form Quizzes are self-marked quizzes so students are provided with immediate feedback when teachers return the work to students. • Teacher provides a weekly round-up of 'shout-outs' to students who have engaged really well and some suggestions for improvement. This is linked to a clear rewards and support system.
<p>Capacity and capability</p>	
<p>Effective Practice Senior leaders are aware of all the guidance. Staff are aware of available resources.</p>	<ul style="list-style-type: none"> • The senior leadership team are up to date with all the guidance around Remote Education as this is something that is shared and discuss at SLT meetings. • HoD are made aware of available resources and best practice through our half termly Trust HoD meetings. • We have weekly virtual CPD sessions where we read the latest research on remote Education and share best practice
<p>Staff Capability Staff have access to resources needed. Staff trained in using digital tools and resources, including accessibility for pupils with SEND.</p>	<ul style="list-style-type: none"> • All staff have access to all the resources needed to teach remotely. Staff without a laptop have been provided with one. • We have been using MS Teams for well over a year now so all our staff and students are skilled at using Teams. Staff and students were trained on how to use Teams during the first lockdown and we have been providing further training throughout as we learn new functionalities. • We have started to Trial some Graphic Tablets in Maths to enable teachers to record really chunked modelling in maths as it is quite hard to model how to approach maths questions without being able to hand write and model each step slowly.
<p>Strategic Partnerships Best practice is shared. Draws on support networks to address gaps.</p>	<ul style="list-style-type: none"> • Best practice is shared regularly through our weekly CPD sessions. We also draw on the support of the schools within the trust. • We have half termly HoD meetings with other leads across the trust. In these meeting with collaborate on various initiatives and share good practice

Communication	
<p>Realistic expectations of pupils, parents and carers There is clear guidance for parents and carers. Information is on the school website. Pupils understand the expectations.</p>	<ul style="list-style-type: none"> • We have shared with parents/carers our expectations around remote learning. • Students will receive coaching time resources and resources for the 6 lessons they would have had in school. • These lessons will be shortened and simplified to 30 minutes each to ensure students have the recommended 4-5 hours of work to complete each day (this is in line with government guidance and educational research on manageable amounts of work when isolating)
<p>School community events Opportunities for shared, interactive lessons and activities.</p>	<ul style="list-style-type: none"> • We have been hosting our virtual Remote Education Parents Evenings over the past four weeks. The feedback from these evening have been overwhelming.
Safeguarding and well-being	
<p>Ensuring safety Protocols in place with clear reporting routes for pupils, staff, parents and carers to raise concerns.</p>	<ul style="list-style-type: none"> • Parents/carers have been aware of the Interim Online-Safety Policy for parents and pupils. • Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. • If parents have any safeguarding concerns that need discussing, they should contact our Designated Safeguarding Lead at AGallagher@stmarks.anthemtrust.uk. • Staff will continue to be vigilant at this time and follow our usual Online Safety for Staff and Child Protection and Safeguarding Policy and procedures. • We have hosted E- Safety training sessions for parents at our Remote Information Evenings led by our Designated Safeguarding Lead.
<p>Online safety Teachers know how to keep children safe during live or recorded sessions.</p>	<ul style="list-style-type: none"> • Teachers must have all read the Online Safety for Staff and Remote Education Guidance. • We are not currently teaching line lessons but we are conducting some trials with a view to rolling this out in the 6th Form. • A School Student Webcam Risk Assessment has been completed. • All students must have signed and all parents must have read the Remote Education Agreement, as updated and now referring to student webcams. • Students' webcams will be turned off in all online live sessions and the lesson will be recorded by the teacher for safeguarding purposes. No student is allowed to record any live school session. • Weekly staff CPD sessions addressing safeguarding topics which are relevant to the current remote learning climate and respond to current concerns identified. • On site DSL daily to discuss safeguarding concerns with, another DSL available virtually.
<p>Wellbeing Staff and pupils aware of how to spot potential well-being/mental health issues and how to respond.</p>	<ul style="list-style-type: none"> • We have a variety of opportunities in place to support the wellbeing of our students and staff. • Welfare calls take place with students weekly from coaches/pastoral staff. • A Microsoft Form is completed when making the phone call with scripted questions about the student's mental health status.

<p>Regular catch-ups with pupils, one to one and via assemblies, particularly for most vulnerable.</p>	<ul style="list-style-type: none"> • Home visits take place daily from the Student Support team, Safeguarding and Inclusion team in response to referrals from staff members. • Staff have a shared area on Teams with pastoral templates for communication home and referrals to necessary members of staff. • Staff have been given a catch up day where they do not need to upload new curriculum content to enable them to make quality calls home to all students. • For staff we have our weekly airing and sharing drop in meetings to ensure there are opportunities for staff to discuss concerns. • We will host our Virtual Pub Quiz running live on the evening of Wednesday 3rd February. Staff will pit their wits against the Quiz master and see if they can outrank the other St Marks Staff and win the title of quiz champion. • We have our Be Safe and Well staff wellbeing Hub. The St Marks Staff Wellbeing Hub is now updated with the latest information and resources regarding all things wellbeing wise. • We also have our Daily Daylight Minutes - The current lockdown situation means that more and more of staff are spending an extraordinary amount of time of screen each day and to support staff in ensuring that they are getting their daylight minutes we are creating a Daylight Minutes lunch break for all staff from 13:00 to 13:30 each day for days when they are working from home. During this time there will be no meetings scheduled and staff are encouraged to move any pre-existing meeting.
<p>Data management Appropriate systems which comply with GDPR.</p>	<ul style="list-style-type: none"> • When accessing personal data for remote education purposes, all staff members will follow the Acceptable Use Agreement and the Interim Online Safety policy for staff. • All staff members are expected to take appropriate steps to ensure their devices remain secure.
<p>Behaviour and attitude Pupils know the rules for remote lessons and behaviour is monitored.</p>	<ul style="list-style-type: none"> • All students are fully aware of what is expected of them during these remote education lessons. A reward and support system is in place to monitor students engagement on MS Teams.