

REMOTE LEARNING: SCHOOL SELF-EVALUATION SUMMARY (SES) - March 2021

SCORING:

- 1) IDENTIFY - Not yet in place or there are major gaps
- 2) DEVELOP AND PLAN - Identified gaps but a plan is being developed to address them
- 3) IMPLEMENT - In the process of implementing systems and practices to address this
- 4) EMBED - Practices and systems are in place with minor gaps
- 5) SUSTAIN - Practices and systems are fully embedded, and there are examples of best practice

Name of School	Alexandra Park Junior School
SUMMARY	
The Senior Leadership Team (SLT) has conducted a review of the school's provision for remote learning in line with the DfE non statutory guidance 'Review your remote education provision:' January 2021. This audit document sets out the school's self-evaluation judgements using the criteria from the DfE document.	Completed: w.b 01.03.21

1. LEADERSHIP	
The Senior Leadership and Management Team (SMLT) and governing body have made their best endeavours within their resources to put into place effective strategies for remote and home learning during the partial closure of the school due to the government CV19 pandemic lockdown.	See evidence in this document. This information is held with the Headteacher J.Seabright and the Deputy Headteacher S.Griffin
1. The SLT has been successful in managing and responding to the frequently changing contexts and demands that have been, and are being made, upon the school and all of its members of staff.	Staff well being and children's remote education has been balanced well. Staff would be willing to asked about this journey and our continued Remote self-evaluation.
2. The SLT has been successful in keeping safeguarding as its highest priority and it has ensured that its provision for remote and home learning is in line with its safeguarding policies.	All Safeguarding and Child protection policies have been updated and are available on our website. www.alexandraprk.oldham.sch.uk All E-safety, Acceptable User Policy and Code of Conduct for children staff and parents are available on our home learning page of our website and have been updated this term. http://www.alexandrapark.oldham.sch.uk/?page_id=4678&doing_wp_cron=1614848104.3269939422607421875000 We have communicated closely with our GDPR advisor in terms of the above particularly dealing with personal information. All staff have had Safeguarding and prevent training this year - see records

<p>4. The SLT has ensured that governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication, effective use of the school's website and by providing regular updates.</p>	<p>The School's Remote Learning Policy was written in March 2020, reviewed September 2020, reviewed in January 2021. This is available on our Home learning page of our school website. A summary letter was sent to parents regarding this initial policy. Webinars to train staff, parents and children Class Dojo and teams are also available on our website and have been communicated on our learning platform Class Dojo and through our welfare calls All above have been agreed at GB meetings.</p>
<p>5. Effective strategies and practices for home and remote education have been successfully in put into place since the beginning of the lockdowns from Spring 2020.</p>	<p>The work carried out by children has been celebrated through Assemblies via teams certificates etc Recovery Curriculum/Remote Learning Policy - see Home learning part of website Remote learning logs - monitoring engagement Remote learning offer - broad and balanced curriculum Evidence of feedback and acting on feedback from teachers to children and children acting on feedback - Case study Intervention/Phonics evidence Child and parent voice gained from Remote Learning Governor voice has also come through CPD and the impact of teacher voice</p>
<p>6. There is an effective plan in place for remote education and a senior leader with responsibility for the quality and delivery of remote education has been nominated.</p>	<p>S.Griffin Deputy Headteacher Plan for this and monitoring/supporting lessons</p>
<p>7. The SLT strategies are very effective and working well. They are successfully supporting teachers' best endeavours to provide continuity to pupils' education during the lockdown.</p>	<p>Teachers have been supported no matter what their starting point also with a focus on teacher well being and sharing of good practice in virtual staff meetings.</p>
<p>8. The SLT is successfully using the School Self-Evaluation Policy and strategy to monitor, evaluate and review the provision.</p>	<p>Completed here and reviewed.</p>
<p>9. The SLT has a clear understanding the impact on staff work-load and is ensuring that teachers and all staff members are well supported.</p>	<p>Well being is the first thing on the school agenda - see NEU union representative</p>
<p>10. The evidence from School Self-Evaluation shows that the SLT strategies are embedding and that they are effective. There are emerging examples of best practice.</p>	<p>Engagement in first lockdown was 25% Study ladder (no live lessons) Class dojo moved to in Autumn 25 % Transition improved Lockdown 3 engagement has doubled (due to live lessons)</p>
<p>11. Feedback from parents and pupils has been good and they value the provision that the SLT has made for education at home during the pandemic.</p>	<p>See parent and children questionnaire</p>

SCORING

EMBED
(Area for development - Monitoring of lessons and sharing good practice with staff)

2. REMOTE/HOME LEARNING and PUPIL ENGAGEMENT	
1. The SLT has put appropriate and successful policies and strategies in place to underpin remote/home learning.	See Home learning part of the School Website Remote Learning Policy and the Recovery Curriculum
2. The school is using its resources and best endeavours to provide and teach a planned and well-sequenced curriculum to those pupils who need to be educated at home.	Yes all available on website - Recovery Curriculum alongside our Curriculum Intent http://www.alexandrapark.oldham.sch.uk/?page_id=55
3. The SLT has successfully ensured that the DfE guidance for safeguarding and safe remote learning underpins all of the school's policies and practices.	All Safeguarding and Child protection policies have been updated and are available on our website. www.alexandrapark.oldham.sch.uk All E-safety, Acceptable User Policy and Code of Conduct for children staff and parents are available on our home learning page of our website and have been updated this term. http://www.alexandrapark.oldham.sch.uk/?page_id=4678&doing_wp_cron=1614848104.3269939422607421875000 We have communicated closely with our GDPR advisor in terms of the above particularly dealing with personal information. All staff have had Safeguarding and prevent training this year - see records
4. The teaching provided by remote learning is successful in ensuring that knowledge, skills and understanding are taught incrementally so that pupils make good progress with the school's curriculum.	See point 1 Case studies evident of a progress picture Celebrating children's achievement through teams assemblies Data Analysis by Anthony Mugan Autumn 1 and 2
5. The SLT is using its best endeavours within its resources, to overcome any barriers to digital access for pupils. It encourages parents to alert the school to any problems and it works with them to resolve them.	Welfare calls, alerted to tech issues at home Survey before lockdown who priorities for devices and they were surveyed again Originally 33 families requested devices (November) 24 devices Text and extended waiting list throughout lockdown 3 100 families in total needed a device 67 families 100 offered 140 devices have been sourced not just through the DfE Zentech and donations Data and Internet Dongle DfE Additional mobile data for families that have requested it
6. The school is providing appropriate resources to structure learning, to keep pupils on track and to assess their progress.	See Catch Up Premium Report
7. The school has put in place systems for checking regularly whether pupils are engaging with their work and making progress. We offer parents/carers appropriate support and advice where engagement is a concern.	Learning logs are in place and monitored by class teachers and Remote learning Blue - devices Orange - in school Groups of children SEN/PP Welfare calls and children's reports support parents and children

<p>8. Leaders have asked parents/carers to make the school aware of any limitations to access remote education provision and where this has been the case they have used their best endeavours to make suitable alternative arrangements to minimise the impact of these limitations.</p>	<p>See successes and areas for development after parent/carer questionnaires</p>
<p>SCORING</p>	<p>SUSTAIN Area for Development - sourced a link with another school Teach meet (diary) to share good practice with another school</p>

3. CURRICULUM PLANNING AND DELIVERY	
<p>1. The school has a well-planned and well-sequenced curriculum that supports remote and home learning and it has the relevant resources in place.</p>	<p>External advisor (Clive Davies) has secured that the school's curriculum intent is sound. SEF supported SLT to audit the Remote learning and identify areas for development.</p>
<p>2. This school is using its best endeavours within its resources, to overcome any barriers to digital access for pupils.</p>	<p>Indeed this includes, Technical support for families Devices for children at home Wifi and data access Welfare calls for anxieties, issues and communication in general</p>
<p>3. The school is providing appropriate curriculum resources to structure learning to keep pupils on track and to assess their progress.</p>	<p>Our Remote curriculum offer is in line with our curriculum intent Feedback is provided to children about the learning they upload and often children act on their feedback As a last resource paper packs and resources sent out and delivered to families who have requested this even though they have been offered a digital device and support Teachers have marked these and have handed them back out Bilingual support for hard to reach families</p>
<p>4. The school has put in to place systems for checking regularly whether pupils are engaging with their work and making good progress. Teachers offer appropriate support and advice where engagement is a concern.</p>	<p>Welfare calls to all families have been vital in this and all our calls have been logged on our secure Safeguarding system CPOMS This is monitored and acted upon by Headteacher and Deputy Headteacher</p>

<p>5. Teachers set meaningful and challenging work in an appropriate range of subjects for all pupils according to their age, ability, aptitude and needs.</p>	<p>Best practice was carried out in year 5, this team progressed very quickly and set work according to * * * * *</p> <p>This was due to be shared with other year groups in the second half of Spring term as part of the CPD plan</p> <p>All year groups were differentiating</p>
<p>6. The school provides a minimum of 3 hours a day on average across the cohort in KS1, with less for younger children and 4 hours a day in Key Stage 2.</p>	<p>Yes, see Remote Learning Policy inline with the DFE template</p>
<p>7. The school is using its best endeavours to secure the educational provision of pupils' with SEND and vulnerable pupils.</p>	<p>CPD - Engagement Model for teachers working with SEN children</p> <p>Local Authority guidance followed and our SENCO LA lead utilised</p> <p>School places were offered for EHC children and devices (not all took up)</p> <p>Case study for IM changes in personal provision</p>
<p>8. The school has effective strategies place to monitor how well all pupils are progressing through the curriculum.</p>	<p>Learning logs</p> <p>Provision mapping ready for re-opening</p> <p>Monitoring plan was to be carried out</p> <p>Assessment weeks</p> <p>Pupil Progress Meetings</p>
<p>9. Teachers provide regular feedback to pupils and parents and the SLT has put into place channels of communication to encourage and support parental participation in remote learning.</p>	<p>Evidence is clear on our learning platform Class Dojo that feedback is taking place and is being acted upon</p> <p>This is a tool for the main form of communication for our parents</p> <p>Welfare calls are also a supportive tool</p> <p>Regular communication via texting and newsletters from the Headteacher</p> <p>Website</p>
<p>SCORING</p>	<p>DEVELOP AND PLAN</p> <p>Area for development - consistency in differentiation and sharing good practice</p>

4. CAPACITY AND CAPABILITY	
1. The SLT has successfully ensured that all members of staff are well supported during the changes and increasing demands that have been made on them. They have helped them to successfully respond to the needs of pupils, the curriculum, technology, communication and teaching and learning in the lockdown.	Our Remote Learning Lead S.Griffin alongside the Headteacher has monitored and ensured an effective CPD and support plan for all staff. The curriculum planning has been inline with our curriculum intent and recovery curriculum. S.Corry and A.Rashid have supported staff regarding technical support alongside the monitoring of live lessons. All parties involved have shared their views and this has supported the self evaluation
2. All staff are aware of the guidance and resources available to support remote teaching.	Staff have had time to view all training materials particularly the webinars developed by S.Griffin and A.Rashid Planned INSET and CPD has been vital in ensuring the best communication and support for staff and or course sharing the best practice
3. All members of staff have access to the appropriate digital resources and tools they need to successfully teach and support pupils learning remotely at home.	New Internet system in school due to problems Devices to all staff to support and those shielding New boards for staff (part of the devolved capital plan) Children have i pads in bubbles Webinars
4. Members of staff have had the appropriate training and support to enable them to use digital tools, platforms and other resources, to ensure that they continue to provide effective teaching remotely.	As above
SCORING	SUSTAIN Area for development - sharing good practice of live lessons

5. COMMUNICATION	
1. The SLT has successfully established effective means of communication with pupils, parents and carers during the lockdown and the school continues to work effectively with appropriate external agencies.	Evidence is clear on our learning platform Class Dojo that all communication is uploaded here This is a tool for the main form of communication for our parents Welfare calls are also a supportive tool Regular communication via texting and newsletters from the Headteacher Website External agencies supporting communication are Translators Social workers, Early Help, QEST, EP, SENCO LA lead, Police, School Nurse Headteacher collaborative with local Headteachers/Heads forum Oldham Opportunity area work The Local Authority (briefing materials and links) Oldham Learning Positive press newspaper reports for the school (see website)
2. The effective procedures and strategies put into place by the SLT are fully embedded, and there are emerging examples of best practice.	Examples of best practice included on the school's website, Class Dojo, Twitter, Governor Hub, Questionnaires from all parties, CPD, INSET timetable
3. Parents and carers have clear guidance on how to support pupils at home, and this is aligned to the policy for remote education and other information published on the school's website.	A summary letter was sent out to all parents about the Remote Learning Policy Webinars on Class Dojo for support Welfare calls
4. Effective communication with homes and the successful working partnership with parents ensures that parents and pupils understand the school's expectations and they know how to successfully participate in remote education and home learning.	Welfare calls Evidence of outstanding conduct from children particularly regarding Live lessons Expectations for learning revised in September and January and communicated on the school website Ethos and values are consistently shared with all the community by the Headteacher 'To learn, be happy and safe and to do our very best!'
5. The school has put into place effective strategies that enable all pupils, including those with SEND and vulnerable pupils, to join in a range of supportive, shared learning and activities to maintain a sense of community and belonging.	Class socials, assemblies, Book week, PE challenges, Cosmic Yoga SEND provision Phonics intervention Basic skills competition (Spelling Shed and TT Rockstars) Ethos and values Newspaper positive press Twitter
6. The school has an effective policy and strategy to ensure that statutory GDPR requirements are met.	Headteacher and Deputy Headteacher have remained in close communication with our GDPR external advisor throughout any decision making and policy implementation
SCORING	SUSTAIN

6. SAFEGUARDING AND WELLBEING	
<p>1. The SLT has successfully ensured that all safeguarding and well-being policies and practices are fully in place and the safety of all in the school community underpins all that we do to successfully provide high-quality, remote and home learning during the pandemic.</p>	<p>All Safeguarding and Child protection policies have been updated and are available on our website. www.alexandraprk.oldham.sch.uk All E-safety, Acceptable User Policy and Code of Conduct for children staff and parents are available on our home learning page of our website and have been updated this term. http://www.alexandrapark.oldham.sch.uk/?page_id=4678&doing_wp_cron=1614848104.3269939422607421875000 We have communicated closely with our GDPR advisor in terms of the above particularly dealing with personal information. All staff have had Safeguarding and prevent training this year - see records A Separate section of the website has recently been added to support children and parents and their health and well being throughout this particularly challenging period. This is updated termly. Well being for staff is planned into INSET.</p>
<p>2. The school's well-established and effective policies for safeguarding, safe use of the internet and remote education/home learning ensure that there are clear safeguarding protocols in place to ensure pupils are safe during remote education.</p>	<p>See above</p>
<p>3. The SLT has been successful in ensuring that all members of staff maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.</p>	<p>All DSL's have updated their Safeguarding training this year and have also trained in the newly revised continuum of need within the Local Authority. All staff have had their Safeguarding training and Prevent training (see records) Any concerns that are evident from welfare calls have been logged on our secure system cops and followed up by the DSL's. All CP and CIN meetings have been attended by DSL's throughout lockdown.</p>
<p>4. All staff are using their best endeavours to identify potential wellbeing or mental health issues and then to work with the SLT and parents and any relevant outside agencies to respond quickly and effectively.</p>	<p>All vulnerable children offered a place 100+ Bereavement training RSHE training CPD Home visits carried out by Headteacher and member of the pastoral team Operation encompass communications logged and communicated Domestic violence victims supported</p>
<p>5. Teachers and staff maintain regular contact with all pupils particularly the most vulnerable.</p>	<p>Most vulnerable children list was created by Headteacher and Pastoral team. Dedicated members of staff rang the most vulnerable weekly. Also communicated and reported to the Local Authority every other week.</p>
<p>SCORING</p>	<p>SUSTAIN Area for Development - Revise Well being policy and Well being lead has returned from a long term absence</p>

7. BEHAVIOUR	
<p>1. The school policies for pupil behaviour and safe internet use apply at all times both on site and for remote/home learning.</p>	<p>Expectations for learning revised in September and January and communicated on the school website. Ethos and values are consistently shared with all the community by the Head-teacher 'To learn, be happy and safe and to do our very best!' All E-safety, Acceptable User Policy and Code of Conduct for children staff and parents are available on our home learning page of our website and have been updated this term. http://www.alexandrapark.oldham.sch.uk/?page_id=4678&doing_wp_cron=1614848104.3269939422607421875000</p>
<p>2. Pupils know and understand that the behaviour policy with its very high expectations applies both in school and during home learning /remote education and teachers will monitor and enforce the policies.</p>	<p>Expectations for Learning have been established with children as part of the regular routines when returning to school including after every lockdown. Evidence of Exceptional behaviours online No serious concerns Positive behaviours promoted and celebrated by all staff All minor been addressed and logged on cops and reported to the Governors 'Children's Welfare Committee.'</p>
<p>3. Teachers and parents work in partnership successfully to ensure that good and positive behaviour underpins remote/home learning just as it does on site in school. The high expectations are being maintained.</p>	<p>Parents questionnaire and positive parents and supportive in any minor incidents. Any incidents of inappropriate behaviours have been communicated with parents via phone calls and all parents have been very supportive. See evidence on CPOMS.</p>
SCORING	SUSTAIN

OVERVIEW	Overall Grading
<ul style="list-style-type: none"> • This self-evaluation confirms that the SLT working in partnership with staff, governors, parents and pupils have successfully responded to the extraordinary challenges of the pandemic and consequent lock-down. • The SLT and governors have successfully put into place effective strategies for dealing with the frequent and constant changes in DfE policy and the consequent increasing demands that those changes have imposed on the school. • The SLT, school and governors have responded to the challenges by quickly, efficiently and effectively establishing a high quality of remote and home learning for all pupils. • They have worked in supportive partnership with parents to ensure that all pupils' benefit from a curriculum, teaching and learning that meets their needs well. • This self-evaluation confirms that the school's provision for remote learning meets all of the criteria set out in the DfE non statutory guidance 'Review your remote education provision:' January 2021. 	SUSTIAN
Date: Self-Evaluation Completed by SLT on	04.03.21 J.SEABRIGHT (HEADTEACHER)
Date: Shared with staff	W.B 08.03.21
Date: Date Reported to Governors	30.06.21
Date: Date of Next Review	March 2022



Alexandra Park Junior School

To Learn, Be Happy and Achieve Our Best

