



St Matthew's Bloxam C of E Primary School



ST MATTHEW'S BLXAM C OF E PRIMARY SCHOOL SELF EVALUATION:

REMOTE EDUCATION, DUTIES, PROVISION AND IMPACT

(ACTIONS FOR SCHOOLS DURING THE CORONAVIRUS OUTBREAK – GOV.UK)

CURRICULUM STRUCTURE & PLANNING	Strengths	Area for development
In developing their remote education, we expect schools to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.	SMB School provided a meaningful, ambitious, well planned and well sequenced full curriculum to all pupils set on MS Teams and SMB School website including non-core subjects. Timetables emailed to pupils and parents outlining expectations , timings and any materials needed. Key fact Knowledge acquisition and skills taught and practised in each subject so pupils made progress. Pupils continued to make progress in all subjects. Full range of all subjects taught. Work set is mirrored for those in school and those at home. Lessons are taught live and recorded to allow pupils to access work at different times to support working families, Staff use learning materials and equipment that children can easily access at home which supports their learning. Staff follow long term curriculum planning to ensure that learning is developmental.	Curriculum leaders to monitor provision and progress and provide support on what to teach next on full return to school. Ensure that engagement is consistent across all key stages. Consider parental workshops to support.
CURRICULUM DELIVERY	Strengths	Area for development
When teaching pupils remotely, we expect schools to • set meaningful and ambitious work each day in an appropriate range of subjects. • provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum: ➤ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children	All teachers received training and support to use "Assignments" on Microsoft Teams to manage work flow effectively. Work is set according to school policy. Teachers, particularly in Key Stage One and Early Years, use Purple Mash alongside MS Teams to scaffold and assign work. All lessons in core subjects are delivered live and equivalent to a full timetable of at least 4 hours	Curriculum leaders to monitor provision and progress and provide support on what to teach next on full return to school.

Key Stage 2: 4 hours a day	work with daily English, Maths, reading and wider curriculum sessions. Provided 2 live teaching sessions daily focused on either English / Phonics or Maths in the morning and wider curriculum in the afternoon. High engagement between 85% - 95% engaged in live lessons (at home and school.) Curriculum at home mirrored sessions in school. Independent work set on MS Teams and on website and available as printed pack. Provided small group reading sessions.	
COHESION BETWEEN REMOTE & LIVE TEACHING	Strengths	Area for development
Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example: • providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources. • providing opportunities for interactivity, including questioning, eliciting and reflective discussion • providing scaffolded practice and opportunities to apply new knowledge. • enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate. • using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge. avoiding an over-reliance on long-term projects or internet research activities	All teaching of Core Subjects is live. Most of the teaching of non-core subjects is live. Teachers able to use a wide range of tools to support interactivity via Microsoft Teams. Clear explanations of new content, skills and knowledge by class teachers delivered through live sessions twice a day. Live lessons provided lots of opportunities for interactivity, questioning and discussion. Independent work was carefully scaffolded and gave opportunities to apply new knowledge. English / Phonics and maths on 2 weekly timetable. Use of White Rose and Oak Academy to support learning on opposite weeks. High quality resources provided for each session. Pupils received high quality feedback on MS Teams or email. Teacher used assessment for learning strategies to ensure teaching was responsive to pupils' needs and addressed gaps and misconceptions from previous learning or sessions.	Children to respond to the feedback, like in school, children use purple pen to respond.

PROVISION AND IMPACT

LIVE AND IN-SCHOOL TEACHING PROVISION	Strengths	Area for development
How teaching provision for vulnerable and key worker educated in school during Coronavirus received matched or varied from that for remote learning. • Structure of in-school provision • Staffing Different groups – SEND, vulnerable pupils etc.	All pupils, whether in school or learning remotely, had access to live teaching exceeding the expectation as outlined in government guidance. Staffing rotas enabled children in school opportunities to work with classroom teachers on a regular basis. Teaching reflected what would ordinarily happen in a school day. Pupils were able to access a wide and varied curriculum, Support staff, supported teaching and learning in school or remotely. All groups were able to access remote education. Pupil Premium, EHCP and SEND children received regular wellbeing phone calls. Pupils were able to access a range of work depending on need set by teaching or support staff. Including those children with EHCPs. Teaching in school and remote learning were matched. All staff were in school teaching own classes and bubbles and live teaching at same time. TA supported online as well. Vulnerable, SEND and key worker children in school with on average 60 children attending every day. Anita Timson (HT) and Helen Francis (DHT) dropped in to live lessons for safeguarding support. Small group reading sessions with TAs worked well with pupils, especially SEND children who preferred smaller group sessions who were offered multiple sessions throughout the week to support. Parent feedback showed that parents were happy with support and felt that school were “doing an amazing job in supporting children.”	

	Claire Jones (Learning Mentor) and SLT supported children with no engagement through phone calls, work packs, welfare checks.	
IMPACT OF PROVISION FOR PUPILS DURING COVID	Strengths	Area for development
Evaluate the overall impact of school provision and the disruption to pupils' education for all pupils and groups following Coronavirus:- • ENGLISH – reading, phonics, writing, GPS, speaking and listening.] • MATHEMATICS – fluency, reasoning, mastery • OTHER SUBJECTS – wider curriculum • LEARNING BEHAVIOUR – engagement, stamina, relationships, resilience and independence. • MENTAL HEALTH – social emotional, behavioural, relationships. • DIFFERENT GROUPS – SEND, vulnerable pupils etc	Pupils were able to access core subjects daily via live lessons. All pupils had access to a wide and varied curriculum. White Rose Maths was used to deliver progressive curriculum. Teachers used long term school curriculum plan to inform short and medium term planning School provision in lockdown 3 was a strength of school and improved from Lockdown 1. Live teaching had engagement of 85% to 95% in all classes throughout school. Live lessons and independent work provided a full and balanced curriculum. Mental Health awareness and wellbeing was a focus and a strength throughout Lockdown 3 and will continue to be throughout the year. Assessment to take place Spring 2 to identify gaps ready for Summer term.	After assessment, curriculum leaders to identify gaps and direct and support staff to ensure that the pupils are ready to progress to their next year. Focus on pupils' stamina for learning and writing.
RECOVERY CURRICULUM AND FUTURE ACTIONS	Strengths	Area for development

ENGAGING TOPIC CHOICES • Ambitious and engaging summer term topic choices to inspire learning and reconnect learners. • Whole school book focus on What We'll Build focusing on active learning and whole school reconnection. • Whole school topics – Teach Rex in Summer 2 • Where possible, link topics to appropriate class reader (without compromising the key learning objectives of wider curriculum subjects)	PHONICS FOCUS • Phonics is a systematically and regularly taught process and many children will return to school in KS1 lacking the phonic skills to make sense of words and simple texts. • Rigorous and consistent daily phonics focus in EYFS and KS1 with phonic support and small group teaching as well.	KEY MATHS SKILLS • Identify key gaps in pupils' fluency (use synthesised Maths progression for each year group) • Reasoning activities which engage pupils in a practical way and practises their fluency skills. • Do not move too quickly through maths topics at the expense of coverage – small steps but with challenge. • Plan maths activities across the curriculum – graphs, timelines, pie charts etc. in topic work.	Curriculum leaders to ensure what needs to be taught ready to progress to the next year.
ACTIVE LEARNING • Plan opportunities for creativity and active learning into the wider curriculum. • Importance of physical activity as an important aspect of the summer term timetable. • Whole school March Marathon. • Whole school book focus on What We'll Build focusing on active learning and whole school reconnection.	READING • Reading will have suffered greatly during lockdown, with many reasons not to read at home, and in school the library was quarantined. • School library timetable in place Spring 2. • Reading fluency and engagement will have been affected. • Promote reading for pleasure (and research) • Reading competitions • Link a good choice of text to topic work. • Make reading comprehension activities engaging.	WRITING • Similarly to reading, it appears that children's writing has been affected by the Covid lockdown. For many children, the home environment is not conducive to focused writing or extended writing tasks. • Handwriting and presentation will also have suffered. • Ensure children are prompted and inspired to write through rich cross-curricular opportunities. • Focus on teaching of key writing, GPS and handwriting skills and stamina for writing.	
DIGITAL LEARNING • Use all that we learnt from remote learning to supplement and extend learning in the classroom. • Extend use of digital access in the classroom. • Learning platform for individual research & homework • Wider use of Smart boards – virtual tours of museums, galleries, DVD clips to bring learning to life.	CATCH UP FUNDING • Use of Catch-up funding focused on supporting small groups to reengage learners and provide tailored support for groups of children. • Small group reading, writing, maths and phonics groups throughout KS1 and KS2.	SCIENCE • Science is a great subject to excite and inspire children so plan discrete science topics for each half term which allow pupils to think scientifically with lots of opportunities for practical work. • Science recording should provide further opportunities for writing for a purpose and use of maths skills.	
ASSESSMENT • Secure a Pre-Easter summative baseline to identify gaps in learning in reading, writing and maths (last week of term) and input on target tracker.	RECOVERY PROGRAMME • The Pre-Easter baseline should provide school and teachers with a clear picture of learning gaps and loss in English and Maths in all year groups –	PSHE • We cannot ignore children's social, emotional, and mental health – most children will return to school ready to learn and excited by a return to 'normality' but for others, social	

• Action plan for summer term based on whole school summative assessment outcomes. • Re-assess in July to identify learning gains and provide a measure of progress during summer term.	this should form the basis of the summer 2021 Recovery Programme. • Whilst core skills will need to be a major focus, use the rich opportunities provided by the wider curriculum as a vehicle for using and applying key skills in other subjects.	reintegration and the effect of being isolated at home may be an issue. • Learning stamina will need to be consolidated. • Use of JIGSAW scheme to support learning.
Designed recovery curriculum for Summer term Jigsaw PSHE curriculum used to support all children in their return to school. This allowed for a consistent approach to be adopted throughout the school. Interventions set up to support those children whose progress has been impacted. Catch up funding used to close the gaps in Maths and Reading through small group support led by HLTA.		

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