



St Matthew's Bloxam C of E Primary School



Remote Learning Offer

Self- Evaluation Report

Continuous Review of Remote Learning Offer to ensure the best continuous educational provision for all pupils

Self-evaluation form (SEF) Remote Learning Offer

St. Matthew's Bloxam C of E Primary School Academic Year 2020-2021

- Green – confident about the criteria and have evidence for it
- Amber – if you're less confident about the criteria and have little evidence for it
- Red – if you're not confident about the criteria and have no evidence for it

What's this SEF based on?

The criteria are based on:

- The Department for Education's (DfE's) expectations for remote learning, in its [guidance for full school reopening](#)
- The DfE's [remote education good practice guidance](#)
- The good practice recommendations in the Education Endowment Foundation's (EEF's) [rapid evidence assessment](#)
- Advice from school and trust leaders (see below)

Remote teaching (Curriculum Delivery) (Remote Education Plan)

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	R A G	NEXT STEPS
Expected				
Pupils receive meaningful and ambitious assignments each day in different subjects. Remote tasks are as challenging as tasks set in school and the level of work is pitched correctly.	• School's Remote learning policy • Teachers' lesson plans • Feedback from pupils learning remotely • Feedback from parents (e.g. survey results/responses, phone calls and messages to teachers) • MS Teams • https://www.st-matthewsbloxam.co.uk/ • SLT drop in monitoring	SLT live lesson drop in recording and monitoring work set. Work set mirrors the work in school. Live lessons are recorded for children to be able to pause and revisit aspects. White Rose used for Maths. Broader Curriculum planned for – Recovery Curriculum ensures lessons delivered are also covering prior lost learning in terms of knowledge and skills where possible		Monitoring pupil engagement through daily checking and support with solutions where engagement is a concern. These children will be offered a support from class teacher, TA, Learning Mentor and SLT.
Teachers teach a planned and well-sequenced curriculum to pupils learning remotely which is: • Very similar to the one at school	• Long and medium-term curriculum plans • Lesson observations and/or virtual pupil pursuits • Pupils' remote work - is similar quality as the work of pupils in school	Work set follows the curriculum offer and intent. Regular retrieval activities are being used to ensure effective learning, drawing upon skills and knowledge previously taught. Lessons have been slimmed down in terms of content, to ensure the key facts / knowledge are taught. Lessons and topic coverage remains the same offer as if the children were in school		The curriculum is slimmed down to ensure coverage of the POS are delivered and only essential knowledge and skills, as identified in the progression skills and intent for each subject.

		full time. No changes to topics have been made e.g. no 'filler' research topics. Paper year group packs provided are same as remote learning. P.O.S being fulfilled and planning tracks this.		
We set clear and reasonable expectations on how regularly teachers will check work and provide feedback, and pupils are clear about these expectations.	• Remote learning policy • Pupils' work - has been marked or looked at • Feedback from pupils learning remotely and their parents • Live lessons twice a day	Marking and feedback to emails and assignments on MS Teams.		Phase Leaders and SLT to monitor
Teachers plan a remote programme that's of similar length to the core teaching pupils would receive in school.	• Remote learning • Teachers' lesson plans • Lesson observations and/or virtual pupil pursuits • MS Teams	Staff provide a minimum of 3 hours (KS1) and 4 hours (KS2) daily. Standard lessons include the core subjects English and Maths. Daily mental health and well-being activities are provided. Physical Activity lessons and support is provided at least 1 x weekly. Subjects covering the broader curriculum offered 4 x weekly Science lessons provided 1 x weekly Nursery and Reception: Phonics lessons provided daily Daily mental health and well-being activities are provided. Physical Activity lessons and support is provided at least 1 x weekly. Activities promoting the Prime Areas are set daily including those promoting CLL, PD, Maths Activities promoting all other areas of the		Track coverage of broader curriculum such as history, art. Subject leaders to monitor this when school is back open in its full capacity and time for subject release can be provided.

		Early Learning Goals are provided, including Understanding the World, Expressive Art and Design		
Teachers are clear about what they're going to teach remotely in each subject and have clear lesson objectives.	- Teachers' lesson plans - Resources used by pupils (e.g. PowerPoint slides, videos or activity sheets)- have clear lesson objectives in them	Staff continue to provide children with the curriculum coverage as stated in our Curriculum offer. Children are provided with a broad range of subjects that reflect the long term overview in terms of subjects covered and topics taught. In light of the lockdown, lessons have been planned to ensure the key knowledge is the focus, ensuring as far as possible, the Intent is met by staff. Assessment for learning is used to inform lesson planning and assessment.		Monitor lessons being offered
Pupils receive clear, frequent explanations of new content from teachers or through high-quality curriculum resources or videos (e.g. Oak National Academy or White Rose Maths).	- Teachers' lesson plans - Assignments and curriculum resources - explanations are written down and lessons recorded for pupils to refer back to, re-read or re-watch - Offer of White Rose videos and Oak Academy used for other curriculum areas. - Live lessons on MS Teams	Teachers maintaining the long term curriculum overview in terms of topics being delivered and content being shared for all subjects. Math's – White Rose using block approach. Live lessons provide scaffolding and appropriate modelling. The children are able to pause and re-play this content to suit themselves. Oak Academy being used for Topic lessons in some year groups. Phonics lessons modelled in the EYFS and Year 1 and 2. Staff confident in the use of MS Teams to record live lessons and share videos with pupils.		
Teachers regularly check how well remote pupils are progressing through the curriculum. If pupils have gaps in their understanding, teachers will re-teach or	- Teachers' lesson plans - include opportunities for checking understanding (e.g. live questioning, quizzes or Google Forms) - Written feedback to pupils	Teachers Marking and feedback to assignments and emails. Use of White Rose for assessing Maths. Teachers to use assessment for learning as teaching and receiving work and act upon understanding as in school.		Where parental engagement is beginning to slow, ensure lessons focus on retrieval of prior learning as well as small amounts of new knowledge.

adapt their remote lessons accordingly.				
Exceeding expectations				
Pupils have daily contact (written, verbal or video) with their class teacher.	• Remote learning policy • Teachers' records, teaching assistant records and registers. • Feedback from pupils who are learning remotely and their parents	2 x daily live lessons. TA calls Vulnerable children contacted in addition to teacher calls Live reading small group sessions. 1:1 daily calls from their 1:1 TA Learning mentor calls to support mental health and well-being		Continue to track where engagement lowers and maintain verbal contact with families
Teachers set the same amount of work for pupils learning remotely as for pupils in school, and teachers collect this work from pupils on time.	• Remote learning policy • Teachers' lesson plans • Feedback from pupils learning remotely and their parents • MS Teams • Times set for hand in on assignments.	Staff provide a minimum of 3 hours (KS1) and 4 hours (KS2) daily. 2 x live lessons daily on MS Teams Standard lessons include the core subjects English and Maths. Daily mental health and well-being activities are provided. Physical Activity lessons and support is provided at least 1 x weekly. Subjects covering the broader curriculum offered 4 x weekly Science lessons provided 1 x weekly Nursery and Reception: Phonics lessons provided daily Daily mental health and well-being activities are provided. Physical Activity lessons and support is provided at least 1 x weekly. Activities promoting the Prime Areas are set daily including those promoting CLL, PD, Maths Activities promoting all other areas of the Early Learning Goals are provided, including		

		Understanding the World, Expressive Art and Design		
Teachers differentiate tasks to suit pupils' abilities, and pupils know which tasks they are expected to complete. Activities suit each pupil's ability level as much as they would if they were in the classroom.	Teachers' lesson plans – e.g. each lesson comes with a range of activities, such as: • A challenge activity for pupils who finish early • Additional support for pupils who may struggle, like spelling banks or visual prompts • Remote lesson observations and/or virtual pupil pursuits • Assignments – there's written instructions for a range of ability levels, e.g. a simplified version with visual prompts • MS Teams shows that teachers set assignments for specific pupils to match their ability levels, and that pupils complete the right assignments	Pupils with SEND are set differentiated work by email and through hard copies of work packs. White Rose supports fluency and reasoning at the pace to suit the child, although work set is at ARE.		<i>This fulfils the schools offer at this time.</i>
Teachers scaffold pupils' learning by modelling activities and providing support so pupils gradually become independent.	• Lesson plans • Live lessons on MS Teams	Teachers' lesson plans Live lessons on teams, recorded so children can access later as well. Maths Live lesson overviews with interactive guidance or White Rose videos Oak Academy lessons used – interactive and support given		Phase leaders to remind teachers to draw in Rosenshine's principles still when planning lessons to ensure best teaching strategies including modelling, scaffolding, retrieval etc.
Teachers adapt their pedagogy to suit the unique challenges of remote learning, such as shorter pupil attention spans.	• Teachers' lesson plans - show e.g. shorter teaching input times, clearer explanations, exciting learning stimulus and opportunities for active learning	Lesson structure and activities set are appropriate to the age and stage of the children. Staff have a good understanding of the pedagogy of children within their class – lessons have been created to optimize attention through a range of activities and approaches to the lesson e.g. modelled start		

		with independent activity to follow, discussion activities, role play activities, arts and crafts / talk for writing to support early years. Teacher during lesson has high engagement and allow pupils to learn at the pace that suits their personal needs and environment. Remote pupil engagement – shows they are active participants in lessons (e.g. asking questions, completing tasks and interacting with content) Feedback from pupils – shows they can stay focused on remote lessons and enjoy them		
Teachers support pupils to work independently by explicitly teaching metacognition and self-regulation strategies when pupils are remote and in school.	• Lesson observations and drop ins show that staff are prompting pupils to reflect on their work or consider strategies if they get stuck • Tools and approaches (available on the school website or sent home to pupils) to help remote pupils work independently, like: • Checklists • Timetables, including visual timetables for younger pupils • Daily plans	Daily mental health and well-being activities Marking and feedback will incorporate next steps in learning Visual timetables have been sent home where needed Teachers will model metacognition as part of their daily lessons. Specific PHSE and mental health and well-being activities		As we return link back to Recovery Curriculum training.
Pupils have regular opportunities for peer interactions while learning at home.	• Feedback from remote pupils and their parents – shows pupils feel connected to their peers and part of the class while learning from home	Weekly live lessons focusing on PSHE / Wellbeing / Connection with class teacher for all children learning at home Daily Live lessons - registers taken and any not attending followed up with class teacher / TA / LM / SLT Weekly questions set for the children to engage with each other		Pupil feedback Parents feedback

Access to resources and technology

Get a list of organisations that can help you access devices for your school, either for free or at a reduced cost, in our article on [alternative methods for providing laptops](#).

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
Every household in our school has access to at least 1 tablet or laptop for remote learning. All pupils are able to access remote learning every day.	• Calls or questionnaires to families – show that every family has a device that they can use at home (either their own or one that the school has provided) • MS Teams platform engagement data shows that all pupils have logged in remotely	See COVID cohort documents Hard copies are available to children where required. School laptops have been loaned to children who have Wi-Fi available- PPG have been prioritized and then all children previously identified as struggling to access remote again and check whether any additional support is needed.		Application for more laptops – when allocated deliver accordingly
Every pupil has access to printed resources that they can use if they don't have their own device or stable internet connection.	• Work packs available from Monday after 10.	Physical copies of resources are available for pupils learning remotely who are sharing devices or have less access to technology		
Provide disadvantaged pupils with additional resources (e.g. books, calculators and stationery) that they might not have otherwise.	• Records – show that • Have contacted families of disadvantaged pupils to find out what they need • Continue to check in at least once a week to make sure these families have everything they need	Packs of work, paper and pencils have already been distributed to disadvantaged children. White Rose resources (hard copies) to be provided. Phone calls from TAs to discuss work Laptops and home learning packs provided where required		

Pupils are encouraged to take regular breaks from on-screen learning, and teachers set off-screen work that develops other skills (e.g. handwriting).	- Teachers' lesson plans - Lesson observations / drop ins - Remote pupils' work – shows it's not always produced using technology	Daily physical activities set in addition to a weekly PE lesson Well-being activities set daily which encourages time away from the screen Screen free day / afternoon set across school as well.		
All teachers and TAs have access to a device and stable internet connection to support pupils with learning throughout the day.	- Records – show that where possible, the school has supplied staff with devices and internet access (e.g. wifi dongles) - MS Teams engagement data shows that all teachers and TAs have logged on	All teachers have access to school iPads where needed to support with remote Learning provision Laptops provided for staff where required.		
Exceeding expectations				
Every pupil has access to a variety of resources and tools to supplement their learning. E.g. independent reading, learning games (on-screen and off-screen), and resources for involving families in pupils' remote learning.	- Teachers' lesson plans, pupil pursuits, and/or work scrutinise - Feedback from parents and pupils	Activities promote this e.g. physical activities, brain breaks Resource packs available on request.		
Every pupil has access to their own device at home for remote learning. Majority of pupils have logged on every day when remote.	- MS Teams engagement data shows that all pupils log on every day when working from home - Remote learning registers.	Calls or questionnaires to families - show that every pupil has a device (their own or one that the school has provided) they can use reliably Where engagement is slowing, staff in contact with parents Daily registration with staff – any who are not visible contacted.		Learning Mentor continue to support families who aren't engaging.
All pupils and parents have access to how to guides reminding them how to access online learning.	Pupils are successfully handing in assignments	Engagement data shows that all pupils have been able to log on remotely and view resources If pupils have continuously failed to		Records – show low number of calls to the school's office, or emails to staff, from families with queries about how to log on

		hand in work, we've called families to make sure they have what they need to use the platform Information shared on school Website MS Teams set up prior to lockdown – all parents monitored for engagement and any difficulties with access / understanding dealt with.		
A teacher or TA in each year group is available throughout the day to answer pupils' questions (through video calls, voice calls, or text chat).	• Microsoft Teams Chat (if class use these) - records of calls between staff and pupils • Emails and live lessons where teacher and TA are available	Teams have been set up so both teacher and TA are on Teams and can be accessed if needed.		
Every pupil knows how to access remote learning before self-isolating.	• Training sessions or tutorials for pupils • School website – has resources to help pupils • Teachers' records – show pupils are accessing remote learning and submitting work as instructed • MS Teams engagement data shows that all pupils have logged in remotely	Support was given accordingly if struggling to log on.		Look into setting homework on MS Teams in the future.

Safeguarding

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
Pupils are aware of online safety and know how to stay safe.	Teachers' lesson plans – show they teach an online safety lesson to their class each term	Regular lessons set Subject leader for online safety monitored lessons Reminders sent out to parents Reminders sent out about website and games ages.		
Parents know how to keep their children safe when learning online.	- Communications with parents (e.g. email) – shows we've shared online safety materials - Check-in calls with, or emails to, families where pupils are learning from home - show they've received and understood online safety resources	- School website – contains online safety materials – in E- Safety / Online Safety Advice. - Addendum to Child Protection policy includes methods to keep safe online and shared with staff. - Any online concerns followed up by either DSL or online safety leader		
Staff are aware of online safety when running live lessons or recording video lessons.	- Staff briefings – have covered the potential risks of recording video lessons - Feedback from staff – shows staff know how to protect themselves online	Staff acceptable use ALL staff completed online safety training.		
The features and permission settings of MS Teams are in line with our behaviour, safeguarding, and online safety policies.	- Remote learning policy, online safety policy and/or safeguarding policy - Live Lessons risk assessment	All in line with safeguarding expectations within school. Computing training – September 2020 Online live lessons risk assessment. Teachers reviewed all features on MS Teams available to pupils and limited them as necessary		Computing lead to review children's permissions.

Procedures for 1-to-1 contact between pupils and staff in place, and staff members are clear about their responsibilities.	• Addendum to safeguarding or remote learning policy - sets expectations and responsibilities for staff • Remote observations, drop ins, text chat logs, or recordings of live lessons.	All staff reminded of Code of Conduct. Most Live lessons have at least 2 staff when with smaller groups. Any concerns staff aware of procedures to follow. Parents are also part of the conversations with 1:1 pupils. Record any 1:1 sessions		
Exceeding expectations				
All teachers have a suitable environment at home in bubble closure and in the classroom to broadcast live lessons and record video lessons. E.g. a neutral background that doesn't reveal anything about their home life.	• Recorded live lessons and videos • Availability of support for teachers	Part of staff expectations for Remote Learning All staff completed online safety reminders and training Jan 2021 Positive feedback from parents about live lessons and remote learning timetable.		
Devices that we've supplied to pupils include e-safety software which tracks the websites that pupils visit and blocks inappropriate content.	• Logs of pupil web activity – show they've been blocked from accessing inappropriate content • Feedback from parents - show everything is working as intended	All devices provided by WCC / DfE have been set up accordingly		Check logs of web activity.

Supporting families (Remote Education context and pupil engagement) (Home Environment)

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
All parents understand: • What their children will learn, and what's expected from pupils and families • What will happen if pupils/parents don't meet these expectations • The support they can receive	• Remote learning policy – is accessible to parents	Remote Learning offer on school website and emailed to all parents. Communication with parents is constant – this is via MS Teams, emails, facebook, twitter and phone calls		
Parents have everything they need to support their child's learning.	• Home-school communication – shows: • Logs of parents' requests – show staff have, where possible, fulfilled requests for support (e.g. for devices or internet access)	• Staff have reached out to families on the first day of remote learning • Record of positive feedback from parents		
Parents of disadvantaged pupils, and parents of pupils with English as an additional language (EAL), have the tools they need to support their children with home learning. E.g. instructions of how to log into the digital education platform or access work on the website, ideas of how to create a structured day and a calm environment to work in.	• The availability of clear instructions for parents and translations where possible • Logs – show staff have contacted parents to make sure they have what they need, and continue to do so	Timetables shared each morning. Widgets used to support Visual timetables Reminders from staff about effective learning environments. Support for in school provision		EAL calls with TA Parents support leaflet for effective home learning – see if able to share in various languages.
Exceeding expectations				
☐ Parents have access to tutorials or resources so they can help their child access remote learning.	• Written instructions on remote learning - outline how parents can help their child access remote learning • Low number of calls or emails from parents with queries about	Support sheets to be made available for parents available on the school website.		

		accessibility			
	Parents know how to create a learning environment suitable for their child and can support their child's learning.	• Home-school communication – shows the school has shared advice with parents on: • How to make the home a more suitable environment for learning, e.g. creating a calm, quiet space • How to help their child to structure their day and work independently, e.g. timetables and checklists (for KS2 pupils) • Additional learning resources and activities that they can complete with their child • Positive feedback from pupils and parents	Reminders and advice to be shared with parents		

Provision for pupils with special educational needs and/or disabilities (SEND)

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
☐ We've made reasonable adjustments to all our remote learning resources to suit pupils' individual needs.	- Teacher awareness of what pupils with SEND in their class(es) need for remote learning (e.g. that resources are printed on buff paper for dyslexic pupils) - Teachers' lesson plans	<u>Pupils with an EHCP:</u> Personalised curriculum offer for pupils with an EHCP Offered in school place full time or part time. Individualised resources, small group live lesson support Weekly contact with SENDCo <u>Pupils, SEN Support:</u> SALT specialists 1:1 live teaching. Individual resources e.g. coloured exercise books, overlays, word mats provided. Appropriate White Rose pupil resource provided. Individualised work set.		
☐ We've sent home any physical resources pupils need that help them with learning.	- Teachers or SENDCO have sent home these resources (e.g. timetable strips, pencil grips, vocabulary charts, writing slopes, spell checkers, maths manipulatives and fidget toys) - Positive feedback from parents and pupils with SEND	Individual pupils have pencil grips, specialist scissors, visual resources as needed and used in the classroom. SENDCo weekly check-in with parents of pupils with an EHCP.		
☐ Parents of pupils with SEND feel reassured and confident	Teacher / TA / Learning Mentor / SENDCo is in	Updated risk assessments for all pupils with an EHCP.		

supporting their child's remote learning. Parents know who they can ask for help or talk to if things aren't working.	contact with all pupils with SEND (or their parents) at least twice a week to support their learning • Positive feedback from parents of pupils with SEND before, during, and after their period of learning remotely • MS Teams shows low number of queries sent to staff from parents of pupils with SEND, asking about accessibility features	Teachers/TA's and SENDCo regularly contacting parents via phone, e-mail and live sessions. Remote Learning Offer is accessible for pupils with SEND as it is at the appropriate age related expectation to meet their needs. Parents raise queries and concerns via class e-mail, Headteacher/SENDCo. SALTs, Educational Psychologist and STS continue to work with caseloads.		
Exceeding expectations				
☐ Pupils with SEND receive the same level of support that they would receive in the classroom, e.g. therapies, 1-to-1 support from TAs, regular contact, and support to create regular routines.	• SENDCO and staff have explored and implemented ways to continue each pupil's support structure (e.g. conducting 1-to-1 support on video calls)	<u>Pupils with an EHCP:</u> In school full time or part time place offered Personalised curriculum offer for pupils with an EHCP including individualised resources, Individualised resources, small group live lesson support Weekly contact with SENDCo <u>Pupils, SEN Support:</u> SALT specialists 1:1 live teaching. Individual resources e.g. coloured exercise books, overlays, word mats provided. Appropriate White Rose pupil resource provided. Individualised work set.		
☐ Our teachers, TAs, and SENCO are familiar with MS Teams accessibility features, so they can support pupils with SEND to	• Use of features – Microsoft accessibility features such as picture dictionary and text to speech, or accessibility	Scaffolding and modelling provided through live sessions. Widgets used on slides and		More MS Teams training for TA / T

use the platform.	features • Staff have shared instructions on accessibility features, or shown pupils how to use them	activities/tasks to support understanding. Check-ins with teachers and TAs working with pupils with SEND - show that staff understand these features Positive feedback from pupils and parents of pupils with SEND		
☐ We've adapted resources for pupils with SEND in ways that avoid increasing teacher workload.	• Teachers' lesson plans – show they've made resources that can either be easily edited to suit each pupil with SEND, or are universally accessible	Teachers have accessed the appropriate planning to support the stage the individual pupil is working at from colleagues in other year groups, sharing resources and ideas. Use of Oak Academy recorded lessons. Use of teachers recorded White Rose Positive feedback from pupils and parents of pupils with SEND Positive feedback from staff that their workload is manageable.		

Staff workload (Monitoring and evaluating)

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
☐ When staff are teaching some pupils remotely and some in school, we don't expect them to spend as much time on other tasks if they don't feel these are making a difference to the quality of teaching or learning.	Remote learning policy sets out these expectations	Teachers supported by class TA Removal of phone calls and replaced with daily registrations Staff are leaving by 4 and logging off as well and not feeling overburdened. Reduction of staff meeting to aid with wellbeing and workload		
☐ Staff know who to go to if they're having problems with workload or wellbeing, related to remote learning.	Remote learning policy sets out these expectations	Daily check ins with SLT when in school. Staff survey shows that all staff feel they have someone to go to for support in school. Check in calls made to any isolating or working from home. Reduction of staff meetings to aid with wellbeing and workload.		
☐ Staff have the technology they need to do what we expect of them, and they have access to reliable IT support. Staff know who to go to if they're having IT issues that are adding to their workload.	- Remote learning policy - sets out these expectations - Teacher training – sets out how to use the technology - Feedback from staff	Office manager supports with electronic devices Staff sharing with other colleague's hints and tips / support to use MS Teams		
☐ Staff feel equipped to adapt existing lesson plans for remote learning (rather than creating brand new resources and plans).	- Teachers' lesson plans - Positive feedback from staff	Following long term planning – lessons being slimmed down to ensure key content is delivered.		Curriculum Leaders to analyse gaps in learning following remote learning.

☐	Staff share resources and point each other towards useful material where appropriate, to help reduce workload.	- Teachers' lesson plans - Positive feedback from staff	Staff sharing with other colleague's hints and tips / support to use MS Teams.		
☐	Staff use technology effectively to manage their workload.	Lesson observations / drop in's.	Staff training / CPD - on efficient use of technology Ongoing teacher support – provides opportunities to support other teachers who are doing this well		Staff training on efficient use of technology
☐	When staff are teaching pupils remotely and in school, we significantly reduce their other responsibilities.	- Staff are leaving school or logging off at a reasonable time - Remote learning policy - sets out these expectations	Staff reminded regarding working hours – some chose to work later and around their own childcare.		

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Communication				
Governors, carers and parents aware of the schools approach to remote learning.	https://www.st-matthewsbloxam.co.uk/ for communication. Facebook Twitter Email communication	All information shared with either FGB or Curriculum committee. Remote Learning offer on school websites for parents.		