A black and white photograph of three schoolgirls in a chemistry laboratory. They are wearing safety goggles and school uniforms. The girl on the left is holding a test tube, the middle girl is holding a pipette, and the girl on the right is holding a beaker. They are all focused on their work. In the background, there are shelves with various lab equipment and a door.

READING GIRLS' SCHOOL COVID-19 PROVISION STRATEGY

*A Measured
Approach*



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STRATEGY RATIONALE

“There cannot be a **‘one-size-fits-all’** approach where the system of control describes every scenario. School Leaders will be best-placed to understand the **needs of their schools** and communities, and to make informed judgements about how to balance delivering a broad and balanced curriculum with the **measures needed to manage risk**”

(Department of Education, 2.7.20)

In light of Government guidance, in his book, *Start with Why*, Simon Sinek stresses how it is more important to focus on why you are doing something, rather than what you are doing. The ‘why’ is your purpose, belief and **MOTIVATIONAL DRIVER FOR ACTION**. It is a very relevant concept and indeed one that influenced our response to provision throughout lockdown and into academic year 2020/21.

At Reading Girls' School, we put our students and their education at the forefront of our response. We made a clear decision that our lockdown provision was never going to be a 'summer camp' or work set for pupils to complete in isolation and have teachers available online if needed.

THE AIM OF OUR LIVE ONLINE FACE-TO-FACE LESSONS strategy was to not lose the momentum built up, therefore, allowing us to be able to easily reconnect with pupils whenever schools fully reopened.

As you will see from the IDSR below, our school has made significant progress on all national measures since it's reopening in 2017, most noticeably holding its place in the top 1% of all schools in England. We did not want our current pupils to miss out on the same opportunities as their peers who have gone before them. For that reason, we do not share the same opinion as most of the Country on the matter of lockdown denying pupils an education.

See Appendix A for our 2019 IDSR



IDSR 2019.pdf

OVERVIEW

Following the government promise to provide financial aid to support any students where there had been a loss of learning, we quickly developed our comprehensive catch up plan, summarized below:



SECTION A: LOCKDOWN

1.0 Lockdown Provision

In launching our online live face-to-face lessons with pupils and parents, ***it was made clear that we expected pupils to attend all lessons***, unless there was a valid reason for their absence.

Significantly, for the period of school closure, attendance was recorded on a lesson by lesson basis and not twice daily as per the normal school. The reason for this was because we wanted to ensure that pupils attended all lessons and not just the am and pm lessons. Using the 'meeting chat' function in Microsoft TEAMS, teachers took the register and passed to our central attendance support team.

In addition, parents were asked to send notice of absence or request for absence to our administration email address in the same way they would in normal circumstances. Our parents were very supportive and informed us of absences or requested absences as appropriate.

Significantly, we were the only school in Reading, delivering full normal timetabled lessons. The highlights of our provision for which positive feedback was overwhelming, included:

- Delivery of **+5000 online live face-to-face normal timetabled lessons**
- **Recording of all lessons** so that pupils and parents could review content
- **1-2-1 face-to-face year 10 pupil-teacher GCSE guidance reviews**
- **Online year 7 & 9 parent-teacher evenings**
- **Year 8 assessments** to inform 2020/21 GCSE options process
- Recorded **registers** for each lesson and follow-up any non-attendance
- A COVID-19 five-phase **absence system** to address non-attendance to lessons
- **x53 Chromebooks** were issued to pupils without devices to access lessons
- **Weekly phone calls** to vulnerable and key worker students to check on progress
- Continued contact with **social care** by attending remote multi-agency meetings
- Weekly communication with parents via our **newsletter**
- **Teaching assistants** allocated to online lessons to offer additional academic support
- Continuation of our additional literacy and numeracy **interventions** remotely
- Regular 1-2-1 **school counsellor** sessions
- **Weekly year group online assemblies** to maintain contact with all students
- A weekly rolling **wellbeing day** for all pupils and staff to have a complete break away from online work for a day.
- A direct designated **safeguarding line**
- Continuation of our **year 11 lessons for all students** until the end of the year
- Online **Year 6 transition explorer programme** led by our Student Leadership Team
- A virtual **talent show** led by our Student Leadership Team
- Hosting **virtual coffee mornings** for prospective Year 6 parents to support transition
- Distribution of Easter and Summer holiday **wellbeing activities** booklet to all students
- **Edinburgh Wellbeing scale** completed by Year 10 girls
- Participation of all students took part in the **Oxford Wellbeing survey**
- Virtual planning meetings were held with the **Educational Psychologist** to discuss support for **SEND** students
- Formal **RGS COVID-19 quality of education survey** for all pupils, parents and staff

See Appendix B – Virtual Coffee Morning leaflet



Reading Girls'
Virtual Coffee Morn

See Appendix C – Educational Psychologist meeting notes



EP Meeting
Notes.docx



Our provision roadmap from lockdown to full reopening

Example of our term 6 provision

After using term 5 to settle into online learning, we increased the pace of our programme for term 6 2019/20 with a view to helping pupils get ready for a return to school in September 2020.

See Appendix D for our 2019/20 term 6 provision.



Term 6 2019/20
provision.docx

1.1 Lockdown provision for vulnerable students

The school created three categories of 'vulnerable' students. The first category was defined by the government upon entering lockdown and the other two were ***defined by Reading Girls' School based on our contextual information of our pupils.***

- **Category 1** – students with an EHCP or current social care involvement and pupils of key workers. There were 11 students listed in this category who were contacted twice weekly by telephone, in addition to attending their online lessons.
- **Category 2** – students with previous/recent social care involvement or a high level of SEND/emotional or mental health need. There were 58 students listed in this category who were contacted weekly by telephone, in addition to attending online lessons.
- **Category 3** – students with low level external factors which may have an impact on engagement, such as SEND/medical or home circumstances. There were 22 students listed in this category who were contacted fortnightly by telephone or email, in addition to attending online lessons.

See Appendix E for our 'Lockdown' Contact Log



UPDATED Contact
log (Anon).xlsx

In addition to the type and frequency of contact made with these pupils, our virtual 'pastoral office' was open every day at lunchtime for pupils to contact the Pastoral team.

Moreover, our ***safeguarding team attended 22 online multi-agency meetings during the lockdown period***, in continued support of families who are known to our Local Authority.

On Friday 20th March 2020, following the Prime Minister's announcement that schools would close during lockdown for all pupils with the exception of category 1 pupils listed above, Reading Girls' School identified these pupils and created a staff rota to cater for their provision. Parents were contacted to inform them that we were ready to receive the pupils on Monday 23rd March 2020, outlining our provision and social distancing practices.

On Monday 23rd March, the following communications and events took part during the course of the day:

Pupils 1 & 2 (sisters) – upon speaking to Mum she had chosen to send them in albeit she was at home and could care for them. Upon realising that we were not "teaching traditional lessons" and strict social distancing was in place the family decided the girls should be at home and working safely.

Pupil 3 – X's father was working at home and family chose to have X working at home to be safe once we spoke to him and explained the system at school.

Pupil 4 - X and her family chose for X to work from home due to strict social distancing in school and to be safe.

Pupils 5 & 6 (sisters) – Step-mum delivered the girls to school. SEL met with her and she explained that dad is a key worker. Girls stayed in school but then informed SEL that step-mum was home and not working. SEL then spoke to both parents and the girls were collected. Both girls were supplied with school Chromebooks in order to have full access to online lessons. The school also supplied the family with a dongle.

Pupil 7 - Mum is a key worker, working in a nursery. At 11am mum contacted SEL as the nursery had taken the decision to close, so mum came and collected her.

Pupil 8 – Mum is a social worker. However, mum was working from home so X returned home to work from there. The school is financially supporting Mum with internet access costs.

Pupil 9 – X was in school due to mum working in a school. Mum sent X in as she felt she would be better in lessons. DJE spoke to mum and explained the school's social distancing measures. Younger sister was working from home so X returned to work with her.

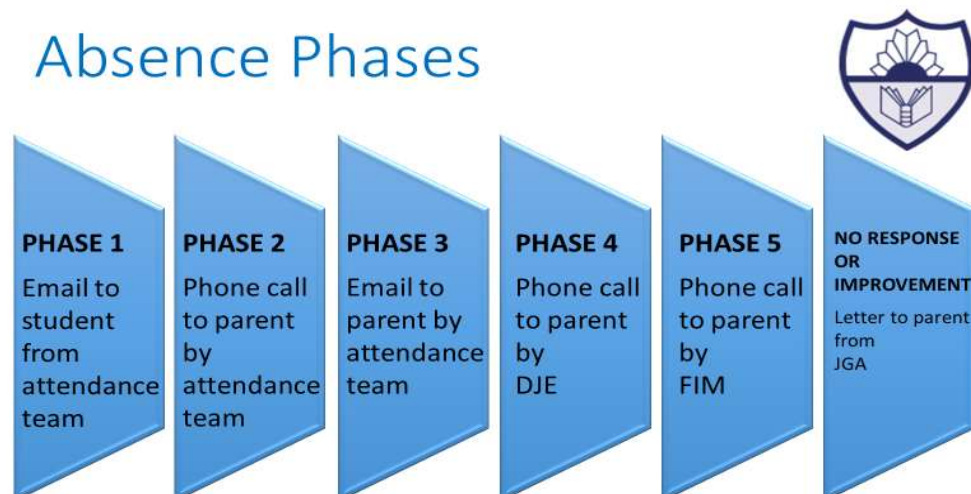
Pupil 10 – Came into school, parent was a key worker. After extensive attempted contacts mum confirmed she had two younger siblings with childcare and was happy for X to work at home and be safe as she leaves her frequently and she can be trusted. X was taken home by school minibus.

Pupil 11 – parent and older sibling able to be home so X returned home.

Consequently, as a result of those parent-led actions and decisions, the 11 category 1 pupils remained at home and have been part of our online live face-to-face lessons.

2.0 Lockdown attendance strategy

One may argue that there is no truly direct comparison between the number of absent lessons defined at each phase and a normal attendance record. **However, we adopted the mindset that phase 5 is the 'persistent absenteeism' category for COVID-19 provision purposes.** With that in mind, 6.6% of the school would be classed at PA during COVID-19 provision. In ordinary circumstances, national average PA is 12.7% a figure which Reading Girls' School has been below for the past three years.



In upholding the standards set, we established an attendance monitoring system, specifically for COVID-19 online live face-to-face lessons provision. **Our five-phase 'absence phases' were defined by the high standards that we expect.**

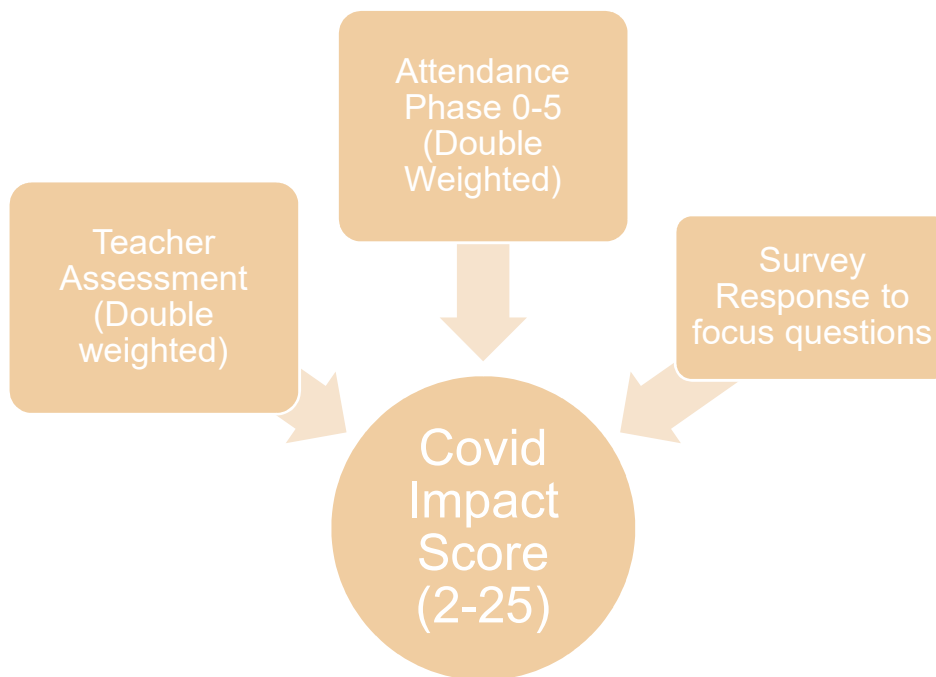
- Phase 1: 0-5 lessons absent
- Phase 2: 6-11 lessons absent
- Phase 3: 12-17 lessons absent
- Phase 4: 18-29 lessons absent
- Phase 5: >30 lessons absent.

Some of the reasons for absence from a lesson have included initial technical issues. Over the first 3 weeks **18.8%** of absences were due to technical issues. **We addressed these issues by providing x53 Chromebooks and/or paid for dongles, prior to the government announcement of the laptops programme.**

Each phase was defined by a set number of lessons that **a pupil may have been cumulatively absent, from the beginning of term 5 (23rd March 2020) to the end of the academic year.** The action was carried out by a member of our attendance team and extended support staff. The action following **phase 5** is a letter, phone and a virtual attendance meeting. **32** virtual meetings were held with parents to discuss engagement in learning.

3.0 Evaluation of lockdown provision

Following our comprehensive provision during lockdown, we implemented a triangulated approach in assessing where our support for September should reside. We asked teachers to assess gaps in knowledge (not the ability) of the students they taught over the lockdown period, we considered each students' attendance phase during lockdown and finally, students' responses to specific relevant questions in the end of term survey following lockdown. The attendance phase and teacher assessments were double weighted in order to reflect the importance of these aspects as part of the triangulation.



3.1 Evaluation of academic progress (teacher assessment)

Teaching staff were given the following guidance to evaluate progress:

(i) Year 9 and 10 – all subjects:

Please score the students in Year 9 and 10, from 1 to 5, based on their **GAPS in KNOWLEDGE and SKILLS** from TERM 5 & 6 only. **NOT** their **GENERAL ABILITY** in your subject.

To support your judgment, use any evidence you feel is relevant (you will not be asked to provide this). This could include the following:

- Outcomes of purple marking tasks
- Exit tickets
- Online quizzes (e.g. forms)
- Online platform data (e.g. Tassomai, Hegarty Maths, Bedrock, Seneca etc.)
- Parent consultations
- 1-2-1 student meetings
- Student participation in lessons and/or contributions to discussions
- Homework
- Video performances
- Photos of completed activities (e.g. food, artwork etc)
- Work completed above and beyond expectations
- Feedback from Teaching Assistants

Please use the scale below and indicate the best fit number for each student that you teach based on the above evidence and place this under the column with your subject heading.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| More than 75% of knowledge or skills taught in term 5/6 are missing | More than 50% but less than 75% of knowledge or skills taught in term 5/6 are missing | More than 25% but less than 50% of knowledge or skills taught in term 5/6 are missing | Up to 25% of knowledge or skills taught in term 5/6 are missing | No gaps in any knowledge or skills taught in term 5/6 |

(ii) Year 7 and 8 – Core subjects only:

Please use your online platforms to apply the same scale for Year 7 and 8

Please use the scale below and indicate the best fit number for each student that you teach based on the above evidence and place this under the column with your subject heading.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| More than 75% of knowledge or skills taught in term 5/6 are missing | More than 50% but less than 75% of knowledge or skills taught in term 5/6 are missing | More than 25% but less than 50% of knowledge or skills taught in term 5/6 are missing | Up to 25% of knowledge or skills taught in term 5/6 are missing | No gaps in any knowledge or skills taught in term 5/6 |

See Appendix F for our evaluation of academic progress:



subject scoring for
Covid - ANON.xlsx

3.2 Evaluation of attendance

Year group breakdown, from the start of lockdown, to the end of the academic year was as follows:

| Year group | Number of pupils at Phase 5 | Percentage of the Year group at Phase 5 |
|-------------------|------------------------------------|--|
| 7 | 9 | 5.8% |
| 8 | 5 | 5.7% |
| 9 | 7 | 8.5% |
| 10 | 5 | 6.4% |
| All | 26 | 6.6% |

3.3 Evaluation of pupil survey responses to focus questions

See Appendix G for analysis of pupil survey responses.



graphs from survey
questions used.docx

3.4 Staff's evaluation of our lockdown provision

See Appendix H for staff survey responses to our quality of lockdown provision



Staff lockdown
provision survey resp

3.5 Parents' evaluation of our lockdown provision

See Appendix I for our Parents' feedback during lockdown provision



Parental
Feedback.docx

See Appendix J for Parents' survey responses to our quality of lockdown provision



Parent lockdown
provision survey resp

SECTION B: 2020/21 PROVISION (CATCH UP)

I.0 School reopening plans

We have taken the following headline steps to ensure that all staff, students and visitors feel safe whilst on site:

- Each year group has a designated area for social times
- Staggered start and end times for break, lunch and end of the day
- Face coverings to be worn in communal areas, with the exemption of within bubbles and at the discretion of the teacher in classrooms
- Different entrances and exits for each year group
- Each year group received an induction on the first day, whereby they were able to 'walk-through' the building to see all relevant changes
- Sanitising stations are placed at the entrance to each room and designated year group area.

See Appendix K for our full September 2020 reopening document:



September
reopening plans DRAI

See Appendix L for our reopening risk assessment



RGS covid 19 risk
assessment.docx

See Appendix M Visitor Protocol



RGS visitors
protocol.docx

2.0 Academic catch-up

The combination of the three assessment elements in Section A above, enabled us to accurately identify students who will have suffered the greatest loss of learning during lockdown. We categorised these students into 3 distinct groups:

Tier 1 – The most affected with a score greater than 10 (9 students)

Tier 2 – Those who were scored between 7 and 10 (37 students)

Tier 3 – Those who were scored between 4 and 7 (23 students)

Where students had a total impact score of less than 4, it was decided that classroom-based interventions would be sufficient.

Following the identification of the students in each tier, each student will receive intervention for a one-hour period, according to the following time scales:

| Tier | Maximum Group Size | Frequency |
|-------------|---------------------------|------------------|
| 1 | 3 | Twice a week |
| 2 | 3 | Once a week |
| 3 | 6 | Once a fortnight |

Intervention sessions will be delivered by our 'COVID Catch-Up Teacher', in addition to our usual 1-2-1 tuition programme in core subjects for year 10 & 11 students and Inclusion-led, evidence-based intervention to support students with additional learning needs.

The sessions delivered by our catch-up teacher will support the initial discussions had with subject leads; in order for this to have the greatest impact, the subject leads will remain an integral part of the process, maintaining a dialogue with the catch-up teacher to monitor progress and work completed.

Timetable of interventions will fall in non-core and non-option subjects, completing tasks for areas detailed below –

| Year | Targeted Subjects |
|-------|--|
| 7 | Classroom based remedial tasks built into individual subject delivery Conventional inclusion led interventions |
| 8 & 9 | Core subjects |
| 10 | Option subjects (with the exemption of Food Technology as the scheme of work has already been modified to take into account any gaps in knowledge) |
| 11 | Core subjects – delivered through one to one or small group tutoring sessions |

The NGRT and CAT4 will essentially be used as an initial screening tool for year 7 students to allow targeted intervention to be put in place.

2.1 Our COVID Catch-up Teacher timetable

See Appendix N for our Covid-19 catch-up teacher timetable



COVID - EED
Timetable WB 21-09

3.0 Wellbeing

To continue to support the emotional and mental wellbeing of our students the counsellor will deliver small group sessions, as well as 1-2-1 therapeutic sessions on a case by case basis. Specifically, small groups sessions for years 7 and 8 were built into our Explorer programme to support with transition and returning to school.

As a school, we share the understanding that emotional and mental health and academic 'gaps' are equally as important; therefore, we apply a similar approach to ensure that any gaps are identified and relevant provisions are then put into place to support a broad range of needs.

To this end, a range of screening tools and information sources will be used, including:

- Pupil Attitudes to Self and School (PASS)
- Revised Children's Anxiety and Depression Scale (RCADS)
- University of Oxford Mental Health and Wellbeing Online Pupil Survey June-July 2020
- ImpactED Wellbeing Tool
- Educational Psychologist service strategies
- School Counsellor strategies and student self-referral
- 15-minute wellbeing activities
- Kooth Wellbeing app

See Appendix O for University of Oxford Mental Health survey report



Reading Girls' School
(Reading)_Preliminary

Screening Overview

| Screening Tool | Year Group | Feedback Type |
|--|---|----------------|
| PASS | 7 | Individualised |
| RCADS | All who receive support through counselling | Individualised |
| University of Oxford Mental Health and Wellbeing Online Pupil Survey | ALL | Anonymised |
| ImpactED Wellbeing Tool | ALL | Individualised |

3.1 Human behaviour, not behaviour systems

Our first day of term assemblies in September delivered workshops focusing on the adaptation of our behaviours, to manage within the current climate, rather than the rewriting of current systems. These workshops were centred around how we behave around the school and whilst in lessons - see appendix for workshop slides.

Our team of Positive Mental Health Ambassadors have worked together to develop a student-led charter, to further promote the importance of positive behaviours and a positive mind set, in relation to our approach to the pandemic.

Aspects of the charter are based around the presentation that was delivered to all students when we returned to school in September. The charter will work in tandem with others systems that are currently in place to encourage students to support each other in times of need – this will be linked to the collection of citizen coupons, whereby students will be able to collect signatures from our Student Leadership team if they exhibit an outstanding effort of **patience**, **empathy** or **cooperation**.

See Appendix P for our workshop on our positive behaviours



Sep start of term
assembly.pptx

See Appendix Q for Wellbeing Charter



Wellbeing
Charter.docx

SECTION C: HYBRID MODEL

This section outlines how we intend to balance pupil incidents of COVID-19 related absences and our continued provision of education.

I.0 Covid Procedures

1.1 Covid-19 Symptoms

- A high temperature (at/above 37.8 degrees)
- A new continuous cough. This means coughing a lot for more than 1 hour or three or more coughing episodes in a 24-hour period.
- A loss or change to sense of smell or taste. This means you cannot smell or taste anything or that food and/or liquid smell or taste different.

In line with Government requirement, absence due to any of the above symptoms will be recorded as code 'X' in the school register.

1.2 What we do if a pupil is displaying COVID-19 symptoms in school?

- The pupil will report to our medical room via reception.
- The school will contact parents and arrange for the pupil to be taken home.
- Parents will be advised to book a COVID-19 test and the pupil to self-isolate until the results of the test are received. Thereafter, follow Government guidance.
- If parents do not wish to book a test for the pupil, they will be required to keep the pupil away from school for 10 days in line with Government guidance.

See Appendix R – COVID Symptoms Flowchart



covid symptoms
flowchart.docx

1.3 What we will do in the event of a positive test for Covid-19?

As per Government directive for all schools across the country, we will immediately report to our designated Health Protection Team and follow their advice and guidance.

See Appendix S – what do we do if a pupil tests positive for COVID-19



What to do if a
pupil tests positive f

2.0 Hybrid Provision

2.1 How will pupils access their lessons from home?

We have a very successful model of live online face-to-face lessons via Microsoft TEAMS that we used to great effect during national lockdown. We will use a slightly adapted version of this model **to ensure that pupils who are required to self-isolate at home** can still be a part of their lessons that are taking place in school with their teacher and classmates. In the event of full classes, Year groups or the whole school being required to stay at home, we will revert to our lockdown provision of live online face-to-face normal timetable lessons.

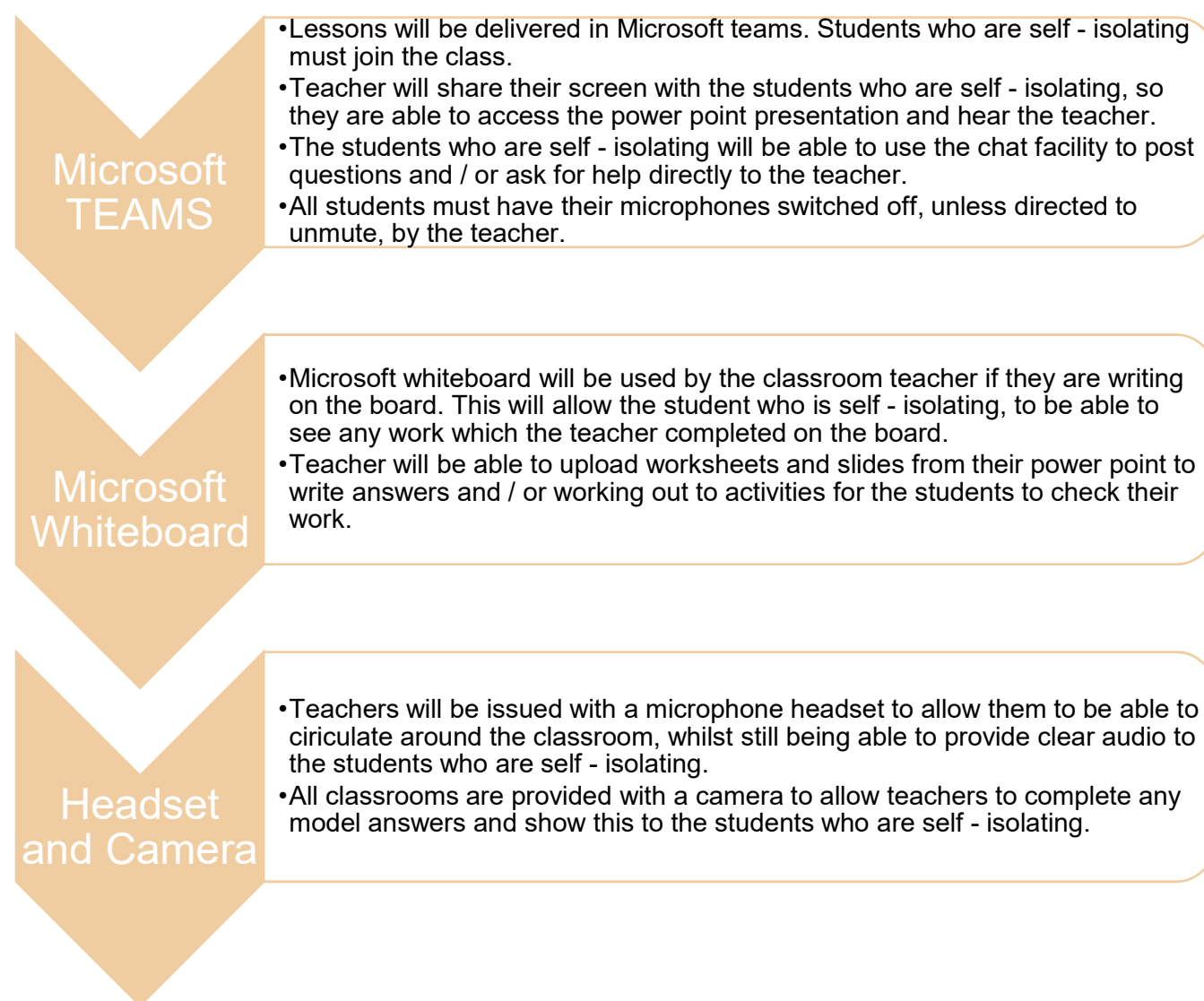
- Firstly, all Year groups will receive an induction to recap how to use Microsoft Teams.
- If needed, pupils who are sent home displaying covid-19 symptoms will be issued with a Chromebook plus instructions on how to access Microsoft teams.
- If needed, for those pupils who report from home that they are displaying COVID-19 symptoms and will not be coming into school, will deliver a Chromebook plus instructions of how to access Microsoft Teams.
- Unless the pupil is too ill to work, we would expect their participation in online lessons. Once again, as per our practice during lockdown, we will monitor their attendance through our class register.

Preparation for another national lockdown

- Plans are in place to revert to an online delivery of normal timetabled lessons
- An audit has been carried out to identify students who do not have access to a device – we have 98 students who do not have access to their own device and 1 student who does not have access to the internet
- A device will be issued to all students who require one.

2.2 How will our Hybrid Lessons work?

Students having to self-isolate will still attend lessons through TEAMS. The following flowchart outlines how staff will deliver their classroom lessons and students who are self – isolating will be able to attend and continue their learning.



2.3 Pilot Online Provision

- A selection of students from years 10 & 11, who are currently self-isolating, have been identified to be a part of our pilot online provision
- Each student was contacted to establish if they had access to a device and instructed to join the lesson via Microsoft TEAMS, ensuring that there is no significant loss of learning time whilst isolating, if well enough to join the lesson
- Engagement with the lesson is logged with the attendance team
- The pilot took place throughout the week of the 21st September.

| Name | Year | Days remaining |
|-------------|-------------|-----------------------|
| P C | 11 | 4 |
| S A | 11 | 4 |
| K G | 11 | 4 |
| A W | 11 | 4 |
| L H | 11 | 4 |
| R L | 11 | 4 |
| A R | 10 | 4 |
| H A | 10 | 4 |
| E K | 10 | 4 |
| M-L T-C | 10 | 5 |

2.4 Tracking attendance to Hybrid lessons

Following the pilot provision, we have made amendments to how attendance is tracked for students who self-isolate.

Students who self-isolate are coded as 'X', as per the Government guidelines

Whilst self-isolating, students who actively engage in our online provision will be marked as present on our COVID-19 Lesson Engagement Tracker.

See Appendix T – COVID-19 Lesson Engagement Tracker



Lesson
Engagement Tracker

SECTION D: MONITORING & EVALUATING OUR 2020/21 PROVISION

Throughout the intervention period, progress will be reviewed on an ongoing basis, with each Subject Leader having a full oversight of tasks being completed and outlining next steps to be taken. Each student will have an individual profile, outlining the work to be completed. The duration of the intervention period will differ for each student, dependent on the work that they are required to complete to reduce their gaps in knowledge.

A range of review systems and stakeholders will be instrumental in ongoing monitoring and evaluation of our provision. They include:

Monitoring

- Head of Year and Attendance Team
 - Monitor any external contextual factors that may hinder progress/engagement and feed this back to the intervention teacher to support with further strategies to be employed. All information will be logged in a central document, accessible to the intervention teacher.
- Subject Leader & Class Teacher
 - Review and assess any work which has been completed, having an ongoing dialogue with the intervention teacher and student to ensure that the next steps are clearly outlined to maximise progress.
 - The intervention teacher will feedback to subject leads periodically, depending on the tier of the student, as below, taking the form of an interim review:

| Tier | Feedback Period |
|------|-----------------|
| 1 | Every 2 weeks |
| 2 | Every 4 weeks |
| 3 | Every 6 weeks |

- Assessments will be completed to establish the progress that has been made.
- The Access Maths Test and NGRT4 will be used as a baseline to measure progress for years 8 and 9.

See Appendix U – Interim Review template



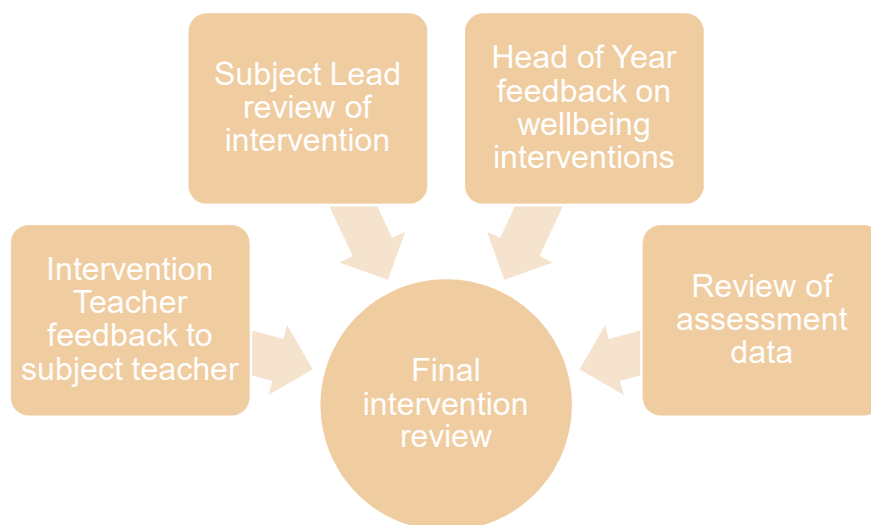
COVID Intervention
Interim Review.docx

- SENCO
 - Through line management of the intervention teacher, progress of students will be discussed to identify additional supportive strategies, conduct further assessments and onward referrals to specialists, where relevant.
 - The impact of the provision will be analysed with the intervention teacher, when reviewing assessments which have taken place.

Evaluation

- 1-2-1 review meeting with head of year, middle or senior leader
 - At the end of the intervention period, work completed and progress made will be discussed with a relevant member of staff, dependent on tier, ensuring that gaps in knowledge have been sufficiently filled and any outstanding work is now up to date in line with target grades.
 - In preparation for the meetings, students' work will be signed off by staff to indicate that gaps in knowledge have now been filled.
 - The intervention teacher will coordinate meetings with the relevant member of staff.

| Tier | Review Lead |
|------|------------------------|
| 1 | Senior Leadership Team |
| 2 | Middle Leaders |
| 3 | Head of Year |



See Appendix V – Evaluation Template



COVID Intervention
Evaluation Template

SECTION E: GOVERNMENT CATCH-UP FUNDING

Our allocated Catch Up COVID funding is **£36,880**.

The use of this funding will be mapped on our provision map, to clearly detail how the funds have been used.

See Appendix W – Covid Catch-up projected expenditure



Catch-up Covid
Projected Expenditure

SECTION F: COMPARISON TO OFSTED'S PILOT STUDY BRIEFING NOTES

During the Autumn term Ofsted is carrying out a series of 'interim visits' to schools. Schools will be randomly selected and will not receive an Ofsted 'grade' based on these visits. The purpose is to inform parents, via a published letter, how schools are responding to reopening.

Before they began these visits, they conducted a pilot on 121 schools across the age spectrum between 14th and 18th September 2020. Those schools volunteered to participate in the study.

Subsequently, Ofsted produced 'briefing notes' on their study. As part of the term 1 review of our very own RGS Covid-19 provision strategy, we compared our provision to their findings.

Main findings

| Ofsted findings | RGS provision |
|--|---|
| <ul style="list-style-type: none"> Most schools' attendance was back to normal Schools are teaching most of the subjects they usually teach. Remote learning materials were in many cases not fully aligned with the regular curriculum | <ul style="list-style-type: none"> Our attendance is above normal We are delivering our normal full curriculum Our Hybrid Classrooms provides girls with full access to their normal lessons |

The current state of children's school education

(i) Returning to school

| Ofsted findings | RGS provision |
|---|---|
| <ul style="list-style-type: none"> Children seemed to be happy back at school and had missed their friends. Over a third of the schools reported that some parents had removed their children from school to electively home educate. Leaders described the many changes they had made to their daily routines to make the school safe for pupils to return. | <ul style="list-style-type: none"> (we will report the findings of our parent, pupil and staff surveys upon completion on 21st Oct 2020) No RGS parents have yet removed their daughter to home educate Our safety steps for inside and outside the classroom were shared with all parents, pupils and staff in our 'reopening document' via our newsletter before and during the summer holidays. |

(ii) Returning to the curriculum

| Ofsted findings | RGS provision |
|---|--|
| <ul style="list-style-type: none"> Practical aspects of subjects such as physical education (PE) and music were sometimes not being taught Most schools reported that pupils are continuing with all their GCSE courses, although a few suggested that some pupils may need to drop an option subject | <ul style="list-style-type: none"> We are delivering these subjects in full with sensible safety adaptations. Pupils need to enjoy their learning. Because of our lockdown provision, we are delivering our full suite of subjects and no pupil has dropped an option subject. |

(iii) Remote learning

| Ofsted findings | RGS provision |
|--|--|
| <ul style="list-style-type: none"> Occasionally, leaders said they were using live online lessons. Many schools are working on what content they can best use to align their remote learning with their existing curriculum. Leaders reported that in some subjects their remote education was only aligned with their pre-existing curriculum to some extent. | <ul style="list-style-type: none"> Our Hybrid classrooms allow full access to live online lessons for every pupil who is self isolating, quarantining or stranded abroad. Girls can connect to their lessons and interact with their peers and teachers Our Hybrid Classrooms aligns directly with the live timetable. |

(iv) Staff training and recruitment

| Ofsted findings | RGS provision |
|--|---|
| <ul style="list-style-type: none"> Many schools said that they had continued to recruit staff during the summer term. This was generally done through online interviews. The biggest concern expressed by leaders was not being able to see a prospective teacher teaching. | <ul style="list-style-type: none"> We conducted two-stage interviews online. The first stage was a general discussion and the second stage was a 30-minute live online lesson delivered through our guest platform. This already us to experience candidates' creativity and how they interact with pupils. |

How were children affected by the partial school closures?

(i) Learning through national lockdown

| Ofsted findings | RGS provision |
|---|---|
| <ul style="list-style-type: none"> There were significant challenges for the schools when they wanted pupils to use information technology, as many families did not have devices or internet access. Most of the schools had at least some pupils who did not have devices or access to the internet. Overall, these challenges meant that many pupils missed out on much of their learning last term. Many leaders said that it was too early to have identified specific gaps in pupils' learning or have a detailed picture. | <ul style="list-style-type: none"> We audited our pupils and subsequently delivered x53 IT devices and x2 internet dongles so they could access lessons. Our attendance to online lessons was higher than normal attendance to school We completed our knowledge gaps analysis in July so that any catch-up needed began week commencing 21st Sep 2020 |

Pupils' physical, social and emotional health

| Ofsted findings | RGS provision |
|--|--|
| <ul style="list-style-type: none"> Many leaders told us that pupils had generally settled back into school well | <ul style="list-style-type: none"> (we will report objective findings of our parent, pupil and staff surveys upon completion on 21st Oct 2020) |

Safeguarding

| Ofsted findings | RGS provision |
|--|--|
| <ul style="list-style-type: none"> Leaders said that having cross-agency meetings online had improved communication and strengthened relationships. However, a few other schools had found that some external agencies were operating at lower capacity than usual. | <ul style="list-style-type: none"> Our safeguarding team attended x32 online mutli-agency core group meetings during the lockdown period in support of individual pupil cases. |

How schools plan to maintain high standards in education

(i) Planning full recovery

| Ofsted findings | RGS provision |
|---|---|
| <ul style="list-style-type: none"> Generally, the schools visited are aiming to return to their normal curriculum by the summer term 2021. Some secondary schools had decided to concentrate on 'refreshing' or 'revising' important knowledge across the curriculum for the first few weeks. | <ul style="list-style-type: none"> There has no need to adjust our normal curriculum provision. Again, our live lessons during lockdown means that this is not necessary for RGS. |

(ii) Settling back in

| Ofsted findings | RGS provision |
|---|--|
| <ul style="list-style-type: none"> Many leaders described their schools as 'calm' Leaders described how they had gone out of their way to find the best ways to communicate with families during the lockdown period. | <ul style="list-style-type: none"> (we will report objective findings of our parent, pupil and staff surveys upon completion on 21st Oct 2020) We used our weekly newsletter throughout lockdown to update parents on our provision and including during the summer holidays |

(iii) Challenge for Leaders

| Ofsted findings | RGS provision |
|---|--|
| <ul style="list-style-type: none"> Schools expressed concerns about the likelihood of Year 11 pupils being 'exam ready'. | <ul style="list-style-type: none"> We are not concerned about this because of our live lessons during lockdown. (we will report objective findings of our year 11 pupil survey upon completion on 21st Oct 2020) |

(iv) Mitigating the impact of Covid-19

| Ofsted findings | RGS provision |
|---|---|
| <ul style="list-style-type: none"> Some schools had introduced new staff training to help teachers to identify and provide the right support to pupils in need. Some schools had introduced well-being 'hubs'. | <ul style="list-style-type: none"> All of our pupils completed professional well-being surveys that will signpost counsellor referrals. |

(v) How is the covid-19 catch-up premium being used?

| Ofsted findings | RGS provision |
|--|--|
| <ul style="list-style-type: none"> Some of the schools had tentative plans to use COVID-19 funding to support their curriculum work. On the whole, leaders were not planning to use the funding to support pupils' behaviour or attendance, though they said this might change if pupils' needs changed during the term | <ul style="list-style-type: none"> 100% of our covid-19 catch-up funding has been spent on curriculum provision. |

SECTION G: NOVEMBER 2020 LOCKDOWN

STRATEGY

Below is a copy of email sent to staff on 1st November 2020 outlining our lockdown strategy

Dear all

Firstly, for those of a certain vintage... <https://twitter.com/sirhumphreya/status/1237793979330158596?s=12>

If there is such a thing of clarity of the Prime Minister's message, it's to stay at home and ***not mix with other households*** especially indoors.

Whilst, at least for now, we cannot control moving to online learning for the whole school or hybrid, ***we can and we will control what we do whilst the school is open.***

In playing our part for society at large and essentially in keeping us all safe, ***we will therefore as much as is practically possible treat our school as a 'household'*** and in doing so, not accommodate in the building or on the site, anybody who is not staff or pupils.

In practice, this includes the following with effect from ***MONDAY 2nd NOVEMBER:***

- No visitors allowed into the school
- Parents will be asked to stay in their cars for drop off/pick up purposes.
- Parents who walk their children to school will be asked to leave/collect at the school gates.
- All meetings with anybody external to the school including parents, will have to take place online or over the phone.
- All parents evenings will take place online as already planned.
- We will not use our normal external invigilators for the mock series. Instead, we will use staff.
- Cancel PD day planned for 6.11.20
- All STEM days to operate remotely
- Whilst lockdown restrictions do not apply to the construction industry, I will liaise with the Trust about contractors who visit our school to work with Richard Oti.
- Any planned visits that we have to other indoor areas will need to take place remotely.

With respect to safe practices across staff within school, we continue to adhere to safety steps already in place. In addition, it will be sensible to add the following with effect from ***MONDAY 2nd NOVEMBER:***

- All staff briefings take place on MS TEAMS
- Wednesday inset sessions are postponed until after this lockdown period
- Department meetings take place in person or on MS TEAMS at the discretion of those individual team members
- Line management meetings, pupil progress meetings (with lev) and Data Drop analysis meetings take place either in person or on MS TEAMS, again at the discretion of those individual people involved.

Reading Girls' School


COVID-19 – A Measured Approach

As much as we cannot control social interaction amongst and across families from 3.20pm, we certainly have no influence over the level of safety steps that pupils and families practiced during half term. Therefore, we need to be ***extremely vigilant during our first week back and ensure that every pupil follows our safety steps***. Below are a reminder of the new additions:

What's new?

Travelling to Computer rooms from lesson:

- ❑ Line up outside of the classroom you are leaving
- ❑ Travel with your teacher to the computer room
- ❑ Line up outside the computer room on arrival and wait to be told to enter




What's new?

Year 7 & 8 dismissal - for break, lunch & end of day

Your teachers will escort you to:


- Your year group area at lunch/break
- Locker areas to ensure that you leave the school site before Years 9,10, & 11 finish lessons



What's new?

Year 7 & 8 dismissal from break/lunch - to return to lesson

Duty staff will dismiss you table by table to return to your lessons



Finally, we hold a ***short staff briefing*** on MS TEAMS MONDAY 2nd NOVEMBER at 3.35pm to receive your comments and views about the above and/or more. I will also lead a ***10-minute whole school assembly*** on MS TEAMS at 8.40 am on TUESDAY 3rd NOVEMBER. For PE and Dance, can you take your class to a classroom if needed please?

For your information, I have attached a copy of a ***letter that will go to parents*** on Monday and be added to our covid-19 provision strategy handbook that we publish on our website.

Regards

Jon

SECTION H: THE LEARNING AWARDS FINALISTS 2020



We have been short-listed for The Learning Awards '**Covid Champion award 2020**'.

We are over-whelmed because this is not a reward exclusive to schools. Rather, we are the only school in a category with multi-million pound national and international corporate organisations and large Trusts. Given the gulf in difference in resources available, I'm sure it will be extremely challenging to win in that company but we are so proud of pupils, parents and of course staff who worked so hard to ensure that the pandemic doesn't disturb learning.

The awards are run by The Learning Performance Institute (LPI) who are a global membership body for learning professionals. Their aim is to raise the profile of the workplace learning sector by sharing and celebrating the knowledge, experience and skills of its members and partners. We have been shortlisted in a category for 'Covid Champion' with:

- AstraZeneca
- Guys and St Thomas' Foundation NHS Trust
- Independent Garage Association
- Kellog's
- Lidl GB
- Novartis

The Awards ceremony taking place on 18 February 2021 with Judging taking place 16 – 25 November. The link will take you to more details. <https://thelearningawards.com/finalists>

SECTION I: LOCKDOWN #2 – BIGGER & BETTER THAN BEFORE

Our plans for the term ahead...

Despite the disappointment of another lockdown, our aim at RGS was to ensure that we built on a very successful lockdown #1 provision. We wanted Lockdown #2 to be 'BIGGER & BETTER' than the first time around.

To that end, we had two foci:

- (i) Academic – raise the level of expectation and pupil engagement in lesson
- (ii) School community – albeit it virtual, we wanted to ensure that we provided lots of opportunities to keep our whole school community connected.

We therefore shared our plans for the term ahead in our weekly newsletter on 7th January 2021...

1. NORMAL TIMETABLE

Live online face-to-face lessons via MS TEAMS are already underway. In ensuring that all pupils have access, we have distributed 93 CHROMEBOOKS thus far.

2. HOW TO CONTACT US AT SCHOOL

If you need to contact us for any reason including IT access issues, needing a resource, informing us that your daughter will not be in lessons, please use this email address:

schoolclosure@readinggirlsschool.net

3. WELL-BEING DAYS

We all learned during lockdown #1 how draining six hours per day of lessons online can be for pupils and staff. Therefore, I am happy to inform you that we will be designating well-being days again this time. I can confirm that those dates are:

- Monday 11th January 2021
- Wednesday 20th January 2021
- Tuesday 26th January 2021
- Thursday 4th February 2021
- Friday 12th February 2021

These days are intended to give everybody a break away from the intensity of work. During last lockdown many girls used them to complete their PLEDGE activity by helping at home and some girls completed our well-being booklet activities while. Here is a link to our 'Stay positive challenge' activities guide.

See Appendix X – 'Stay positive challenge booklet'



RGS Stay Positive
Challenge.docx

4. WEEKLY YEAR GROUP ASSEMBLIES

See Appendix Y – Term 3 assembly rota 2021



Term 3 Assembly
rota 2021.docx

5. YEAR 9 PARENTS EVENING – 12th Jan 2021

Our year 9 parents evening will be held online on 12th Jan 2021 from 2.30pm. We have sent parents a letter to book appointments.

6. PERSONAL DEVELOPMENT DAY – 28th Jan 2021

You will be aware that we deliver our aged-related PSHE programme through partnership with external organisations. This will go ahead this term via MS TEAMS and girls will also meet with their personal Tutor.

See Appendix Z - Personal Development Day schedule



PERSONAL
DEVELOPMENT DAY S

7. DAILY ONLINE BREAKFAST CLUB

Our online breakfast club will be open daily from 8.00-8.25am starting Tuesday 12th Jan 2021. All girls can login to 'BREAKFAST CLUB' on MS TEAMS to have breakfast with their friends and staff before the school day begins.

Each club will have a focus. Here's next week's...

- Tuesday – Morning exercise
- Wednesday - Healthy Eating
- Thursday – Yoga (led by Katie Afonso of Year 9)
- Friday – Mindfulness

8. DAILY ONLINE LUNCHTIME CLUB

Similarly, the girls can join our lunchtime on MS TEAMS by logging into, 'PASTORAL OFFICE'.

9. WEEKLY YEAR GROUP CHALLENGE

Our community spirit and dynamics is one of the things that makes our school very special. We don't want another lockdown to disrupt that. To that end, we intend to hold weekly challenges that keeps everyone connected. You will remember during lockdown #1 that we held 'Rainbow dress day', 'RGS talent show' and 'end of year assembly'.

See Appendix A1 – Term 3 weekly challenge schedule



Term 3 Weekly
Challenge schedule.doc

SECTION J: ACADEMIC ENGAGEMENT

I.0 STUDENT USER GUIDE TO MS TEAMS

Welcome and User Guide Welcome to your first virtual lesson using Microsoft Teams “Teams”. We have been working hard to create a quality Virtual Learning Environment (VLE) to ensure you receive the best opportunity to learn remotely.

A learning environment is only as good as its participants so we are relying on you to aim high and get involved to make your courses great online, just as they are in the classroom.

We have the same high expectations when using Teams as we have in classroom based lessons, we expect you to follow L.E.A.R.N. as you would do in the classroom at school. Always aim to produce your highest quality work and respect other's right to learn.

To ensure that this happens we have put together some virtual learning expectations.

1. Outside of lesson time Lesson resources:

- In some subjects, these will be uploaded to FILES for you to access ahead of your lesson, in other subjects these may be uploaded following the lesson for you to refer back to.
- If your teacher has indicated you need to access these before your lesson, you **MUST** look at these beforehand so your teacher can focus on answering questions that will deepen your understanding of the topic.
- Many of your questions can be answered by simply reading or watching the resources, like instruction videos (click link to view) on how to access sites, such as Seneca.

2. Message boards “Posts”:

- Are for posting questions to your teacher and the class outside of lesson time.
- A good post in a message board **MUST** be well thought out, proof read and essential to help further everyone's learning.
- Your teacher will be present on the message boards but you should not expect immediate replies.
- You can help your class mates by replying to their questions.
- Message boards are **NOT** chat rooms and must use correct spelling, punctuation and grammar.

3. Email:

- This is for asking questions directly to your teachers that you do not wish to post in the message boards.
- Like a post in a message board, emails **MUST** be well thought out, proof read and essential to help you further your learning.
- Your teachers may also share resources with you through your email, so ensure that you check it regularly.
- When replying to an email your teacher has sent the whole class, do **NOT** press 'reply all' but instead reply to your teacher only.
- Remember your teachers are working hard and will respond when they can between 8.30am – 3.20pm Monday to Friday.

4. During lesson time Video and Microphones:

- When you join a lesson you **MUST** turn off your video and microphone.
- There may be times your teacher asks you to unmute your microphone to better help you, but remember to mute it again afterwards.
- On the rare occasion your teacher asks you to turn on your video make sure you are dressed appropriately and in a quite space free from distraction.

5. In lesson chat window:

- If you have a question, post it in the lesson chat window on the right hand side of your screen. This tool is for asking questions to your teacher to either further your understanding of the topic or to ask for help.
- Be mindful that chat can be seen by everyone in the lesson, similar to a post in a message board, these **MUST** be well thought out, proof read and relevant.
- Unlike a post in a message board, only the teacher will respond to the questions posted, it is important that as a student you do not respond to another student's question unless directed to do so by the teacher.

In these unprecedented times we are all having to adapt to a new and ever changing situation so please be patient and support each other

2.0 Lesson protocols – STAFF

1: Record lesson

- All lessons must be recorded for safeguarding purposes
- Blur your background
- Recorded lessons can be accessed by students who are unable to attend your lesson

2: Register

- All registers must be completed in accordance to the protocol set out by MFG

3: Files

- Use the files button in TEAMS class to upload any ppt, worksheets, or other learning materials which you want the students to access.

4: Student participation during online lessons

- Student must have their mic off and camera off at all times
- Student must use the hands up button or chat, to ask / answer questions
- Student may unmute if the teacher gives them permission to do so

5: Lesson Structure

Part 1: Start

- All lessons must have a title, objective and MRP question for students to complete. The MRP question should be discussed and answered shared for the students to self-assess.

Part 2: Main

- Use active learning strategies where possible - see attachment
- Allow students to work in groups / pairs to do this you could use breakout rooms (see link: <https://www.edtechinaction.co.uk/microsoft-teams>)
- Allow students to email / text each other to support one another
- When students' complete tasks - provide them with a timing reminder. For example, *you have 15 minutes to complete this activity, then we will go through and discuss the answers. You are allowed to support each other. I will be online throughout the next 15 minutes to help you.*
- Use praise cards - send praise cards to students in absence of the talking tokens. To those students who contribute verbally during the lesson.

Part 3: Plenary

- All lessons must end with a plenary. This is to assess the students learning and understanding from their lesson. How this is completed is up to the classroom teacher. However, some good resources to use are: Form and Polly. Remember to bring it all together at the end of the lesson.

5: Marking tasks

Student must still complete marking tasks in accordance to the SOW / Curriculum timeline.

How this is completed and submitted is up to the teacher. However, assignments could be used.

6: Assignments

Use assignments for students to complete independent task / activities and to upload their work.

3.0 Lesson protocol – STUDENTS

| L.E.A.R.N | |
|---|--|
| L isten to the teacher when s/he is speaking | Students are expected to be listening to the teacher during their online lesson. Students should not be using the 'chat' to post comments to the class, whilst the teacher is speaking. Student are expected to use the 'hands up' button in TEAMS, if they wish to ask or answer a question. |
| E nter on time with the correct equipment | When requested to participate students will be encouraged to either write a response in the 'chat' bar, or unmute their microphone to answer the question. Students are expected to arrive to their online lesson on time, we appreciate that there might be issues logging onto TEAMS. |
| A im to produce the highest quality classwork | Students are expected to complete the classwork set and submit their completed work to their teacher. Student are expected to answer questions when the teacher directs questions at them. Students will be asked to either respond to questions by using the 'chat' or unmute their microphone. |
| R espect the rights of other by not disrupting their learning | Students are expected to use the 'chat' appropriately. This includes only using the 'chat' to post written comments in response to questions which the teacher has asked. Students should not use the 'chat' bar to send emoji, gifs or off task discussions, which are not relevant to their learning. |
| N ot call out, raise your hand to get the attention of the teacher | Students are expected to use the 'hands up' button in TEAMS, if they wish to ask or answer a question. |

4.0 Lesson Protocol – REWARDS

1. Online Praise Cards

Students will be rewarded with online 'praise' for verbal and / or written responses into the chat. Students collect their 'praise' cards and copy them into their electronic 'praise' card record. Termly 'praise' card draws will be completed, and students will receive rewards home.

2. Star Student

Students will be rewarded with 'Star Student' for high quality work completed and/or contributions. Students will receive reward home. Teachers will use the 'Star Student' online sticker and send these to students in the class 'chat'. Daily Star Student rewards will be sent home.



3. Mindfulness Colouring Animals

Students who receive a Star Student goody bag will also receive a mindfulness colouring animal. These will be placed into the goody bag at random. There are 10 mindfulness colouring animals to collect, including; Koala bear, Poodle, Horse, Iguana, Turtle, Elephant, Peacock, Lion, Cockatoo and Butterfly. Students need to collect all 10 animals, colour them in and then submit them all to Mr Smith to receive a prize.

4. The Monster Hunt

During students' online lessons teachers have placed 'monsters' onto their learning resources (for example, power points). Students are encouraged to find the 'monsters' and submit their findings using the online Monster Hunt Form. Each year group has a different monster to hunt for. At the end of the term, 1 student from each year group, will be selected at random to win a prize.

Each year group has a different 'monster' to look for during their online lessons.

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|---|---|--|---|
|  |  |  |  |  |

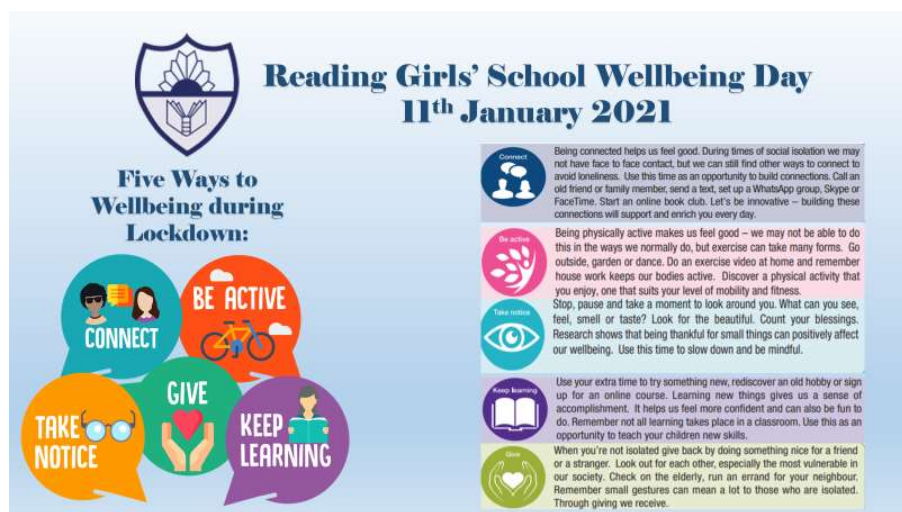
SECTION K: SCHOOL COMMUNITY (WELL-BEING DAYS)

For our Well-being days, our Student Leadership Team have put together activities and challenges based on the NHS 5 key principles of wellbeing: Connect; Be Active; Take Notice; Give and Keep Learning.

You are not required to complete all the activities and challenges. The booklet is there to give you some ideas about how to look after your wellbeing. **Please do have a read through the booklet though.** The example below is from our first well-being day on 11th Jan 2021.

If you complete any of the suggested activities or follow any of the tips, please do send a picture of you taking part/your final product if it is baking or DIY. When you send a picture of you completing a challenge or activity, your name will be entered into a draw for some fantastic prizes at the end of term. Each time you send a picture, your name will be entered again (the more pictures and engagement, the better chance you have of winning a prize).

You should send the email to my email address: tdinnegan@readinggirlsschool.net



Wellbeing Challenge



Send a picture of you completing any weekly wellbeing activity related to connect, be active, take notice, give and keep learning and your name will be entered into a draw each time you send a picture.

The draw will take place at the end of this term and we have some fantastic prizes!

Email your images to Mr. Dinnegan (tdinnegan@readinggirlsschool.net)

SECTION L: FAQs FOR PARENTS



What should my child expect from immediate remote education in the first day or two of pupils being sent home?



We will always follow a full, normal timetable online; your daughter should attend lessons via MS TEAMS following her normal timetable.



Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?



The normal school curriculum will be delivered through MS TEAMS, however, some subjects may re-order topics the involve aspects such as practical or group work or that require specialist equipment or software not available at home.



How long can I expect work set by the school to take my child each day?



The normal full school day is followed; your daughter will receive live synchronous lessons 6 hours a day, as she would in school.



How will my child access any online remote education you are providing?



Your daughter can access MS TEAMS through any device including mobiles, tablets, laptops and desktops; however, we strongly recommend the availability of a laptop, Chromebook or desktop.



If my child does not have digital or online access at home, how will you support them to access remote education?



If your daughter is having any access issues, including access to a device or the internet, please contact the school email (schoolclosure@readinggirlsschool.net)



How will my child be taught remotely?



Since the first lockdown in March 2020, we have conducted live, face-to-face or 'synchronous' lessons, this will always be the case.



What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?



Your daughter should attend every lesson every day, as she would do in school. As our lessons are live, face-to-face lessons, we do not require any parental assistance with the work set as the teach is available the entire lesson.



How will you check whether my child is engaging with their work and how will I be informed if there are concerns?



We have an attendance team who monitor student attendance to every lesson and failure to attend lessons will result in a member of the attendance team contacting parents.



How will you assess my child's work and progress?



We will continue with the purple marking tasks, which would have taken, place in school, all lessons will also have their memory retrieval practice at the start. In addition to this, some lessons will have exit tickets, quizzes or other forms of assessment such as group discussions (break out rooms)



How will you work with me to help my child who needs additional support from adults at home to access remote education?



A member of our inclusion TEAM will maintain regular weekly contact with the family and teaching assistants will be in lessons as they would in school. We do have capacity for students in school and if student's learning is hindered outside of school, please contact the SENDCO to discuss the options available.



If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?



We will continue to run our hybrid classrooms and any self-isolating students will be able to join the lesson live.

SECTION M: OFSTED, REVIEW YOUR REMOTE EDUCATION PROVISION JAN 2021

In January 2021, Ofsted published the above-named framework to support schools in England to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

The aims of the framework

The aims of the framework is to help MAT leaders, school leaders and governors in England to:

- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

How to use the framework

Schools can work through the entire framework to identify strengths and areas for improvement in remote education. The framework will help to have conversations with all stakeholders within the school community (for example, staff, governors, parents) about your school's remote education provision.

The framework can help schools meet basic requirements using the resources and tools they currently have (digital or physical), and to take remote education provision further.

School leaders should allocate a score to each statement where possible, identify strengths and areas for improvement. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

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

How RGS scored itself

The subsequent pages will show you how we believe our remote education provision rates against this framework.

Framework

Leadership

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

Scoring

| 1. Identify | 2. Implement | 3. Embed | 4. Sustain |
|---|---|---|--|
| Not yet in place or there are major gaps. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|---|------|----------------|--|
| <p>Remote education plan</p> <p>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>See Covid Handbook</p> <ul style="list-style-type: none"> • All LIVE lessons no blended learning • Synchronous education • LEARN behaviour system followed • Five-phase lesson-by-lesson attendance programme • Star student certificates • Vulnerable contact list • Provision for access to IT • Key vulnerable pupils are requested to attend onsite on the basis of lack of progress, poor attendance or unable to operate remotely • School Curriculum followed as normal | | 5 | <p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <u>short videos</u> developed by schools and colleges, and <u>guidance</u> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <u>school-led webinars</u> to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to <u>Cyber security in schools: questions for governors and trustees</u>.</p> <p>Read the guidance on <u>actions for schools during the coronavirus outbreak</u> and refer to <u>Oak National Academy</u> for help to</p> |

| | | | | |
|--|--|--|---|--|
| | | | | deliver a planned curriculum for all. |
| Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. | <ul style="list-style-type: none"> • Covid handbook on website and has been shared with Trustees • Weekly newsletter to parents, pupils & staff • Online Parents evenings • Staff bi-weekly briefing • Daily email to staff • Vulnerable group contacts • Trustee meetings continuing • FAQs published at back of Covid Handbook | | 5 | <p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to <u>publish information about their remote education provision on their websites</u> for parents.</p> <p>The Education Endowment Foundation has provided a <u>guide for schools</u> on how to communicate with parents during coronavirus (COVID-19).</p> |
| Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: | <ul style="list-style-type: none"> • bi-weekly staff briefings • Fortnightly staff workload consultation group | | 5 | <p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • <u>recording attendance in relation to coronavirus</u> |

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| <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 | <ul style="list-style-type: none">• Weekly well-being day to reduce workload• Full interview process including lessons online• Normal staff absence protocol is followed• Weekly pupil attendance data is shared with staff via daily bulletin• Purple marking tasks continue as per normal school calendar.• School is building on its Lockdown #1 catch-up identification strategy | | | <p><u>(COVID-19) during the 2020 to 2021 academic year</u></p> <ul style="list-style-type: none">• <u>actions for schools during the coronavirus outbreak</u>• <u>remote education good practice</u> |
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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.

Scoring

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

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|---|------|----------------|---|
| Home environment <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 | <ul style="list-style-type: none"> • 153 chromes delivered • Breakfast club • Option for onsite accommodation for some students • Attendance team follow up on any lesson missed • Well-being days • Pledge activities • Star student for motivation • Monster Hunt for engagement • Praise card • Purple marking tasks continue as per normal school calendar • MS TEAMS inductions pre-online learning • Pupil expectations highlighted in Covid-19 handbook • Vulnerable contact list | | 5 | <p>The EdTech Demonstrator Programme's <u>remote education roadmap</u> supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the <u>get help with technology during coronavirus (COVID-19)</u> guidance for support on providing pupils with <u>laptops</u>, <u>tablets</u> and <u>internet</u>.</p> <p>The Education Endowment Foundation provides a <u>metacognition and self-regulation toolkit</u> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p> |
| Laptops, tablets and internet access | <ul style="list-style-type: none"> • 153 chromes delivered • Breakfast club | | 5 | <p>Where technology is used to support remote education, the</p> |

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| 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. | <ul style="list-style-type: none"> • Option for in school housing for some students • Regular check-ins • Vodaphone SIMS cards issued • Internet connection dongles • 2 EHCP students working in school with a Teaching Assistant accessing live lessons. | | | <p>EdTech Demonstrator Programme offers resources on <u>how to set up a virtual classroom</u> and how to <u>embed technology into teaching practice</u>.</p> <p>Where pupils might lack digital access, schools should refer to the <u>get help with technology during coronavirus (COVID-19)</u> guidance for support on providing pupils with <u>laptops</u>, <u>tablets</u> and <u>internet</u>.</p> |
| <p>Supporting children with additional needs</p> <p>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.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the</p> | <ul style="list-style-type: none"> • SEND children in school with TA support • Vulnerable student check-ins • Laptops and internet distributed • FA questions in the COVID handbook • School closure email address • Regular check-ins • Vodaphone SIMS cards issued | | 5 | <p>The EdTech Demonstrator Programme has made <u>a range of SEND resources</u> available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on <u>actions for schools during the coronavirus outbreak</u> provides guidance on how schools should support <u>pupils with SEND and vulnerable children</u>.</p> |

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| right hardware and software to support their needs. | <ul style="list-style-type: none"> • Internet connection dongles • 2 EHCP students working in school with a Teaching Assistant accessing live lessons. | | | <u>Oak National Academy provides resources for teachers to support children with additional needs.</u> |
| 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. | <ul style="list-style-type: none"> • Five-phase attendance monitoring system • Attendance Teams make contact to students who do not register in their lessons. • Online L.E.A.R.N system followed for behaviour during online lesson. • Monster Hunt. • Star Student. • Praise Cards. | | 5 | Advice on how schools should monitor engagement is highlighted in the <u>remote education expectations guidance</u> . EdTech Demonstrator networks have produced a range of webinars and tutorials, including <u>sharing advice and top tips on ways to monitor and evaluate progress</u> . |
| 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. | <ul style="list-style-type: none"> • MS TEAMS inductions for all pupils • TAs assigned to SEND pupils and follow-up on lesson • Pupils who are not coping with online operation are offered onsite provision. | SEND Support from home | | Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology. |

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.

Scoring

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

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| <p>Minimum provision</p> <p>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 | <ul style="list-style-type: none"> • Full timetable followed as per normal school day • All Live synchronous lessons • All subjects taught. KS3 National Curriculum followed and KS4 Specifications taught. | | 5 | <p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> |
| <p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>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> | <ul style="list-style-type: none"> • Normal curriculum followed – some minor adjustments such as P.Arts group work and Computer Science – where specialised software is needed and not available on home computers • STEM and PD days delivered by external | | 5 | <p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> |

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| | partners continue as normal | | | |
| <p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>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.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p> | <ul style="list-style-type: none"> • See Covid handbook. • Microsoft TEAMS. • Staff and Student lesson protocols. • Live lessons being delivered to all students in all timetabled lessons. | | 5 | <p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on <u>accessing and buying resources for remote education</u> • resources on remote education <u>good practice</u> • <u>guidance on how to access and set up online digital platforms</u> to support delivery • <u>Oak National Academy</u> provides resources and guidance on how to map resources to a school's existing curriculum. <p><u>RNIB Bookshare</u>, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.</p> |

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| <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 or whole-class feedback where appropriate.</p> | <ul style="list-style-type: none"> • Purple making timetable continues as normal • Use of tassomi • Hegarty, Dr frost • Bedrock • Assignments (MS TEAMS) • Questioning in lesson – issuing praise cards, star students awards for those students who verbally and / or written contribute during the online lessons. • Breakout rooms used for group work and allowing students to support one another. | | 5 | <p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the <u>remote education good practice</u> guidance • <u>assessments and exams</u> <p>The EdTech Demonstrator Programme provides <u>online training videos</u> for schools on effective assessment and feedback.</p> |
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|---|------|----------------|--|
| 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. | <ul style="list-style-type: none"> • CPD training for online lessons. • CPD for using breakout rooms. • Learning and Teaching TEAMS to share resources and ideas. • Department meetings continue as normal. • Bi-weekly staff meetings to provide up-to-date information and receive requests from staff | | 5 | The Education Endowment Foundation provides <u>a support guide for schools</u> designed to help teachers and school leaders support their pupils during remote education. GOV.UK provides a <u>good practice guide</u> to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on <u>how to use online platforms and resources</u> , including for children with SEND. |
| 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 | <ul style="list-style-type: none"> • All staff have access internet at home. • All staff have access to the school internal drive and MS TEAMS • All staff have a school laptop • Line management meetings continue as normal. Any issued regarding home | | 5 | The <u>EdTech Demonstrator Programme</u> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <u>how to use online platforms and resources</u> , including for children with SEND. <u>RNIB Bookshare</u> , which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, |

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| 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. | <ul style="list-style-type: none"> schooling are discussed. L&T TEAMS for sharing ideas for teaching online. CPD for using breakout rooms. Staff Briefing to share ideas and discuss any issues. | | | colleges and universities, free for any student with <u>dyslexia or visual impairment</u> . <u>pdnet</u> provides free <u>training events</u> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND. |
| 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 <u>EdTech Demonstrator Programme</u> and curriculum hubs. | <ul style="list-style-type: none"> Principal attends weekly online Reading Headteachers' meeting to share best practice. Our well-being day strategy has been adopted by many of those schools. Principals across the TLT meet regularly to share best practice SLT use Twitter as a strong resource base for sharing best practice | | 5 | There are several school-to-school support networks which you can make use of, including: <ul style="list-style-type: none"> The <u>EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs</u> <u>Maths hubs</u> to improve maths education <u>English hubs</u> to improve teaching of phonics, early language and reading in reception and year 1 <u>Computing hubs</u> to improve the teaching of computing and increase participation in computer science |

Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

Scoring

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

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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|------|----------------|--|
| <p>Realistic expectations of pupils, parents and carers</p> <p>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> | <ul style="list-style-type: none"> • COVID BOOKLET • School Website • Newsletter • Wellbeing days • Assembly • TEAMS chat • Pastoral TEAMS • Breakfast club TEAMS • Normal school timetable followed. • Training provided for students to use TEAMS and Assignments and email. • How to participate – assembly delivered to all lessons about their conduct in online lessons. | | 5 | <p>Remote education expectations are highlighted in the <u>actions for schools during the coronavirus outbreak</u></p> <p>GOV.UK has brought together <u>school-led webinars</u> to share best practice in setting up remote education.</p> <p>The <u>school workload reduction toolkit</u> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <u>guide for schools</u> on how to communicate with parents during coronavirus (COVID-19).</p> |
| <p>School community events</p> <p>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> | <ul style="list-style-type: none"> • Assembly • TEAMS chat • Pastoral TEAMS • Breakfast club TEAMS • Normal school timetable followed. • Breakout rooms used for group work. | | 5 | |

Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

Scoring

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

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|--|------|----------------|---|
| Ensuring safety <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> | <ul style="list-style-type: none"> CPOMS used by staff Students are able to contact staff regarding issues Pastoral TEAMS for break and lunch Bi-weekly staff briefing allows opportunity to raise issues Daily Lockdown bulletin is used to inform staff of pupil issues and/or any multi-agency reports | | 5 | <p>GOV.UK provides guidance on <u>safeguarding and remote education during coronavirus (COVID-19)</u>.</p> <p>Schools should also refer to statutory guidance for schools and colleges on <u>safeguarding children</u>.</p> |
| Online safety <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> | <ul style="list-style-type: none"> Staff online lesson protocol | | 5 | <p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <u>safeguarding and remote education during coronavirus (COVID-19)</u> <u>teaching online safety in schools</u> |
| Wellbeing <p>Leaders, teachers and pupils are aware of how to spot potential</p> | Pupils: <ul style="list-style-type: none"> Assembly Wellbeing day | | 5 | <p>GOV.UK provides advice on supporting pupil <u>wellbeing during remote education</u>.</p> |

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| <p>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> | <ul style="list-style-type: none"> • Personal Development days and 121 mentoring • Vulnerable group (1,2,3) contact home. • Parents Evening for year 7 | | | |
| <p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p> | <ul style="list-style-type: none"> • Current systems in place comply with GDPR | | 5 | <p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with <u>data protection activity</u>, including compliance with GDPR • to be <u>cyber secure</u> |
| <p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p> | <ul style="list-style-type: none"> • Student lesson protocol • Online LEARN system followed • Positive strategies like Star student and Praise cards are used to promote positive engagement | | 5 | <p>GOV.UK provides guidance on <u>behaviour expectations</u> in schools.</p> |