Teign School

Remote Education Provision

January 2021

Summary

This framework has been produced 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.

Who this publication is for

This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.

Aims of the framework

This framework aims 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

Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the schools' guidance and the COVID-19 guidance for FE providers. Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit your school context.

The framework differs from the remote education template, which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

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.

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Remote education plan 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. 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.	Teign School has a clear plan and strategy in place for remote education. The headteacher and senior team are accountable for the quality and delivery of the strategy. Since March-July 2020 the school has made huge strides forward with the quality of its provision, from setting work online for students to complete to the current position with the vast majority of lessons being taught live via Microsoft teams. We have published our remote learning plans online on our website and our curriculum is as aligned as it can be with what we would had planned to be teaching if the school was open to all students. Teign takes seriously its responsibilities to ensure that vulnerable students and those with SEND are able to access their education and have encouraged those children to attend school. We have seen an increase in the numbers attending between lock down 1 and the January-February lockdown of 2021 from an average of 25 students per day to 120 students per day.		4	To help develop your remote education plan: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education. GOV.UK has brought together school-led webinars to share best practice in setting up remote education. For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees. Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to

				deliver a planned curriculum for all.
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	The school has ensured that communications with parents have been frequent and keeping our community up to speed with what is happening and why. This has been done primarily through letters that have been emailed to our families. The school has received many emails of support from our families, praising how we have managed remote learning and the caring and supportive nature of the school. Our plans have been published on the website throughout. Staff have been fully informed at all times since March 2020 about what is happening and the rationale for decisions that have been made. In a poll in January 2021 26 staff rated the SLT leadership of the response had been excellent, 21 rated it as good and 4 rated it as fair out of a total of 51 responses. None rated it as poor or very poor. Governors have been kept fully informed of the decisions being made and have had opportunity to challenge and critique the school's plans through regular FGB meetings and through the fortnightly COG and Headteacher meetings		4	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. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

| Monitoring and evaluating

The school has systems in place to monitor the impact of remote education. This includes:

• 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 | Between March and July 2020 staff monitored the students engagement with their learning through marking off whether work was completed. Since September 2020 the plan evolved to move teaching to be entirely live if the school needed to move to remote learning. This was done to ensure students were able to access the highest quality education as well as planning to protect the education of our most vulnerable students by providing them with specialist teaching via blended learning. We did this for the first 2 weeks of Jan 2021. The plan that has been implemented since January involved students being registered for lessons as they would be if they were physically in school. This was to reduce the burden of workload on staff as the administrative input needed to mark off students work for every lesson was tremendous. Since January 2021 we have registered students for tutorial in the morning and then every lesson throughout the day. Teachers are able to see who is attending and engaging and act accordingly if there are students who are not.
We run daily and weekly reports of engagement in lessons and can analyse this by all the subgroups, such as gender, year, DS, SEN, CiC etc. this allows a daily response for those students we need to follow up as well as longer term strategies. | | 5 | GOV.UK provides the following guidance:

• [recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](#)
• [actions for schools during the coronavirus outbreak](#)
• [remote education good practice](#) |

	We are monitoring staff wellbeing and workload through staff questionnaire, staff representative meetings with the Headteacher, staff teaching and learning meetings, link meetings and department meetings. Time has been built in for staff to prepare for remote learning with training since March 2020 in T&I briefings, and staff meetings and additional inset time put in place 18th December. Staffing challenges has been met with innovation and resolve of the staff to ensure that we prioritise the education of children. Where there has been staff absence (nov 2020) when clinically extremely vulnerable staff were asked to stay at home we re-roomed the students into computer rooms so they could access their teacher, alter timetables so that students had subject specialist teachers wherever possible. In one case a member of staff had a long term absence and we covered with a combination of a subject specialist supply teacher and our own staff. Absence data is reported daily through the trust so we have a current and up to date picture of staff and student absence		

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 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. The school supports pupils on how to self-regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	Teign school prides itself on the positive relationships we have between our families and the community and the school. We have polled our students and our families several times since March 2020 to gain a clear picture of the access our students have to IT devices and the internet at home. During lockdown 1, between March and July 2020, we knew which families required support with the loaning of devices, who required paper copies of resources and which students are defined as vulnerable and should access education on site. We have recognised the importance of personal contact between home and school and therefore had the expectation that during the first lockdown we ensured that tutors had fortnightly phone contact with their tutees and those deemed more vulnerable were phoned more regularly, with some receiving	A mechanism to enable sustained information as IT provision in homes changes from week to week as devices break/ internet access alters etc	4	The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment. Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet. The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.

	phone calls several times a week.			
	We have provided our students with a continued tutor programme, much information on keeping heathy, including mental wellbeing and have had a specific focus on keeping active with the PE department leading several initiatives to promote activity e.g. 30 day challenges, Teign Fit Bit, virtual Sports Day, We have shared with our families information about how to time manage during lockdown and ways to ensure continued movement away from computer screens.			
Laptops, tablets and internet access 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. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either	The school has polled the students and their families to assess what gaps are present in terms of access to remote learning at home. This is covered within our remote learning guidance for parents. We have given out over 70 lap tops to families as well as additional support with procuring internet access. Where there have been on going issues then the child has been deemed to be	**Need a mechanism to gather ongoing information about changing circumstances for children's access to IT devices/internet within their homes**	4	Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice. Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19)

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.	educationally vulnerable and invited into school to access education on site. This has resulted in an uplift in the number of students on site between January/February when compared to March/July			guidance for support on providing pupils with laptops, tablets and internet.
Supporting children with additional needs 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. This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.	Children with EHCPs are all deemed vulnerable and therefore invited into school. Many of our DS are deemed educationally vulnerable on the basis that they did not engage in education during the first lockdown in 2020 and have also been invited to attend school. Where these children are not in school we have a system of monitoring the virtual attendance and engagement of these students. Additional guidance has been given to parents on how to use immersive reader, apps to change colour of screen and info about how to work dictation software. Our inclusion team have been making regular contact home to be with those children who		4	The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND. The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children. Oak National Academy provides resources for teachers to support children with additional needs.

| | have not been coming into school.

All our learning coaches have been assigned to work with different groups of students who are based on site in order that we meet the needs of individuals. This is in addition to a member of staff supervising the group.

Additional support is continuing, for example, IDL interventions, additional reading interventions, social group interventions. | | | |
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| **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. | The school has a well embedded system for checking engagement daily with teachers taking registers for every lesson so that we are able to monitor whether students are engaging with their education. This is followed up by our team of pastoral staff who make daily phone calls were we can see students are not engaging with their learning.

Additionally we have put into place a system where teachers are monitoring work completion using Attitude to Learning grades that reported | | 5 | Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.

EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress. |

	weekly so that those students who we have concerns about their work completion are contacted by their teachers and / or our pastoral team. The engagement data is analysed weekly so we are able to monitor our SEN, DS, CiC, Boys, girls and different year group engagement.			
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.	All students have had additional training on office 365 and Microsoft teams in September 2020 to ensure that they are able to access learning if it had to become remote. We have had a fulltime IT hotline for parents and children to access if they are struggling with any IT related issues.		5	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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Minimum provision 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: • 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	Teign is following the students' usual timetable during the course of the day with tutorial sessions starting at day and then 5 lessons.		5	Remote education expectations are highlighted in actions for schools during the coronavirus outbreak. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.
Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is	Teign has a clear, well sequenced curriculum that supports students in class and those at home. All students (whether they are on site or accessing education remotely) are following the same curriculum with some small differences. For example, those children on site have access to actual PE lessons with a qualified PE teacher 2 lessons a week whilst those at		5	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education. The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders

similar but adapted or one that is completely different.	home have 2 live lessons with a qualified PE teacher. In many subjects the curriculum being delivered is the planned curriculum. For example in science, maths, English, history, geography. In some cases the curriculum has been tweaked and altered in order to be appropriate for remote education, for example MFL, technology, PE The school has developed and embedding opportunities for interleaving previously taught content through the curriculum so that concepts are revised and students are encouraged to retain knowledge over the long term.			support their pupils during remote education.
Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded	For the first 2 weeks of term in January 2021 staff were delivering 100% live lessons that were blended with the students who were in school physically in their classroom and those who were remote accessing the lesson via Microsoft teams. Due to the changes in government	The opportunity to switch back to blended learning as soon as possible in order that those vulnerable students on site access subject specialist staff. This is dependent on government guidance being updated and how	4	GOV.UK provides: • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online

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. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	guidance (where the clarity of staff in education were expected to continue to go to work was removed) we changed this from 18th January to staff working remotely and those students on site accessing lessons remotely from a computer suite. The vast majority of teaching is live – 80%+. The only time when lessons are not live are when there is staff illness or absence or when the teaching member of staff in on site supervising students. The school is using Microsoft teams as the platform for remote education and students upload/complete assignments onto this platform. The school has utilised external support in the form of Coachbrite and Fleet tutors to work with selected individuals who would benefit from 1 to 1 tutoring/ catch up.	the pandemic unfolds/develops.		digital platforms to support delivery • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. RNIB Bookshare, 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.

Assessment and feedback	Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:	Ensuring it is manageable for staff in terms of workload. How we continue to accurately assess year 11 and 13 in view on a continued lockdown into March/April	4	GOV.UK provides guidance on:
The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.				• assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.
	• Teachers may deliver a lesson through Microsoft Teams and ask students to respond to questions during the lesson • In maths this will often be through the online platform, Sparx which all the students are familiar about how to access and use. • With assignments submitted through Teams, there is a			

	feedback function built into the platform, where teachers can mark or comment on student work. • Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with students in the following lessons. • We may use quizzes through online forms or epraise to assess student understanding. This provides instant student feedback and scores are recorded so that teachers can address common mistakes in future lessons.		

Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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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.	We have had ongoing CPD sessions, teaching and learning briefing for staff on ensuring high quality effective remote education. This has been ongoing since March 2020. In December 2020 we ran an additional training session for staff on remote education and the effective use of Microsoft teams. Best practice as described by the EEF is familiar to all school leaders and has been fundamental in how we have formulated strategies to support students		4	The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. GOV.UK provides a good practice guide to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, 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.	The school has ensured that staff have had access to the digital technology required for effective education. We have ensured that staff have had access to additional support and training where needed. The school has used the Teaching and Learning	Need a plan to continue to upskill new staff who join the school in the future so that the collective learning is sustained over time.	4	The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with SEND.

Where used, staff have the appropriate training and support to use digital tools and 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.	team to help disseminate good practice across the staff body. The school has invested in software to support students learning- for example SPARX to support maths education, visualisers in maths to ensure that staff are properly equipped to model for students who are access their learning remotely. The school has invested in an e-library platform so that students can access books electronically as well as sending our a mobile library so students are able to swap their library books (taking the appropriate covid precautions)			RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment. pdnet provides free training events 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	Teign works in collaboration with schools across ESW with regular meetings of the Headteachers, the leads in T&L, safeguarding leads etc. We work as part of TSSW and therefore our middle leaders have access to subject leaders networks.		5	There are several school-to-school support networks which you can make use of, including: • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how

the [EdTech Demonstrator Programme](#) and curriculum hubs.	We have regular Middle leaders meetings where best practice is shared. We have a proactive T&L group which is representative of many departments across the school.			to embed practice across MATs • [Maths hubs](#)to improve maths education • [English hubs](#)to improve teaching of phonics, early language and reading in reception and year 1 • [Computing hubs](#)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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Realistic expectations of pupils, parents and carers 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. 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).	The school has received very positive feedback from numerous parents about the quality of the provision offered and the clarity of expectations for students and learning at home. We have sent regular updates, repeated messages and have followed up with our families to ensure that we are maximising the number of our students who are engaging with their learning. Our remote learning plans are published on our website. We have run parents evenings remotely, open evenings remotely, transition events remotely, options evening remotely. Students know what the expectations are and they know how to submit assignments. Where there are issues families are directed to an IT technician who can support.	Where students are not engaging and families are not supportive of their children coming in to school is an ongoing challenge to maintain the balance of being supportive whilst giving the message that education is compulsory and in the child's best interest.	4	Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

School community events	Students are attending live tutorials every morning and assemblies every week. We have maintained a virtual student council, and some clubs are continuing online, for example creative writing club and amnesty group.	Is there anything else we could offer?	4	
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.				
	The vast majority of lessons are live with opportunities for students to contribute throughout- either in the chat or through speaking in the lessons.			
	Those students attending school are able to access our wider support.			
	Our school counsellors are maintaining their contact with the children throughout lockdown and we have about 25 students currently being seen with 7 on the waiting list.			
	We have continued to produce a newsletter for our community.			
	We have plans for transition for new students coming into			

	the school to optimise their feeling of belonging. We have run wellbeing and healthy challenges for our students. We ran a virtual sports day in July and got our students to send it videos /photos of their efforts at home. Staff have made numerous videos that have been shared with our community.			

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety 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.	The school has revised their safeguarding policy and has in place a covid appendix. Safeguarding reporting has been put in place repeatedly on letters to parents and students have access to our student support pages where all the safeguarding contacts are listed as they are in student planners. Where students are not attending lessons virtually, this is followed up with phone calls home. If necessary home visits are put in place. The school has a well established cpoms system for staff to report any concerns. The DSL is regularly challenged by the improvement officer from the trust and is undertaking a safeguarding audit in February 2021		5	GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19). Schools should also refer to statutory guidance for schools and colleges on safeguarding children.

Online safety	Staff have received training on online safety and as a general guide students have their cameras off during lessons.		4	GOV.UK provides guidance on:
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.				• safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools
Wellbeing Leaders**,** teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	Students attend tutorials every day with their tutor. The school works with the LA in having a RAG rating for vulnerable students and internally the DSL works with Heads of Year to keep up to date records of students who we are concerned about. When concerns are raised the school works quickly, with the family to ensure that the right support is put in place for the child/person who requires support. The school shares information about mental health and wellbeing with our families, including during mental health week.			GOV.UK provides advice on supporting pupil wellbeing during remote education.

| Data management

The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	The school uses Cloud School and Epraise as our systems for storing information about students. This complies with GDPR regulations.		5	GOV.UK provides guidance to support schools: • with data protection activity, including compliance with GDPR • to be cyber secure
Behaviour and attitude

There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | Guidance for behaviour during on line lessons has been shared with staff, parents and students and has been regularly reviews and updated. For example, out of lesson chat is going to be disabled because of student misuse of this function.

The school has a highly visible vision and ethos set of values which underpin all our work. This is reflected in our school behaviour policy. Students are given positive, specific feedback for behaviours we are expecting and when students do not meet these expectations parents are informed either through a demerit on epraise or through direct contact home.

We use a system of stars awarded for Attitude to | | 4 | GOV.UK provides guidance on behaviour expectations in schools. |

	Learning which clearly outlines positive behaviours we wish to encourage with our students.		