

Leadership				
School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.				
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.	Identified gaps but a plan is being developed to address them.	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 1-5	Potential actions and resources if score is 1 or 2
<p>Remote education plan</p> <p><i>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.</i></p> <p><i>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</i></p>	<p>The HT/DHT overview and the commitment to ensure all pupils are access an education.</p> <p>The HT created a timetable to ensure coverage of onsite/offsite education.</p> <p>There is a blended offer for years 9, 10 and 11, combining in-school teaching, paper, home-learning packs, digital and remote learning. Upper School teachers are primarily delivering through Microsoft Teams.</p> <p>The Middle School are offering a blended learning offer.</p> <p>There is a Remote Learning offer through the school's website, teams teaching and pre-recorded lessons.</p> <p>All teachers across all phases have been and continue to upload their teaching resources for parent/carers. Systems are in place for printed packs to be delivered to families and systems in place to return the packs to teachers for marking.</p> <p>There are 4 English and 4 Maths lessons other examination courses are also being delivered through digital remote learning.</p> <p>The curriculum being delivered is closely aligned to the new remodelled Elms Knowledge and Skills curriculum. All teachers are</p>	<p>To ensure all pupils are accessing a learning offer-either through one system or a blended offer</p> <p>Engagement data has been collated to assess take up=81%</p> <p>The first action is for form tutors and class teacher to challenge and support parents to take the education offer.</p> <p>There is a clear message that home learning is not optional and that this should not be regarded as an extended holiday.</p> <p>If pupils at home do not engage with learning, their absence will not be authorised.</p> <p>Currently, 27 - 30% of the school population are onsite but we have capacity to increase to 50% and maintain safety through enhanced control systems.</p> <p>Many positive comments from parents have been shared with the school. To capture this positive feedback a short survey to parents was sent out.</p> <p>Parents gave the school 4.7 / 5 stars for our offer.</p> <p>To evaluate parents' responses to the learning offer and make any adjustments.</p>	<p>4</p> <p>Practices and systems are in place.</p> <p>The Remote Home Learning offer is an embedded part of our teaching practice at Elms.</p> <p>The setup of the digital remote systems (January 2021) is secure in its set up and systems.</p> <p>The digital system in a relative short time span is developing securely all teachers are on board and delivering lessons.</p> <p>More time operating an evaluating this approach will ensure that the digital remote learning is future proof.</p>	<p>Remote education plan</p> <p>To help develop your remote education plan:</p> <p>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.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.</p> <p>Refer to Oak National Academy for help to deliver a planned curriculum for all. During sessions educating staff how to use TEAMS and planning engaging lessons online, Oak National Academy and BBC Bitesize have been cited as useful resources.</p> <p>Staff are also utilising resources such as Purple Mash, Mathletics, TTRockstars and Kahoot to maintain engagement.</p>

	<p>providing bespoke learning recourses to support the pupils' examination courses.</p> <p>The assignments and teaching resources are of a high quality differentiated for the various levels of exam entry.</p> <p>Further learning support is given on the Home Learning webpage with links to endorsed educational websites and educational apps as well as links to live streaming productions- National Theatre</p> <p>To further support our SEND pupils' resources for the school's</p> <ul style="list-style-type: none"> -Thrive programme <i>Worry Dolls</i> -Speech and Language -Social Stories <i>Back to school after coronavirus</i> -Mental Health support <i>emotions during lockdown</i> -ASD support -Tutor/Teacher check-ins <p>The teachers are accessing the Oak National Academy</p> <p>A help sheet created by DHT from Ofsted guidance was shared with teachers to support the move to a fresh style of delivering lessons</p>			
<p>Communication</p> <p>Governors, staff, parents, and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Through the first, second and third lockdown. The SLT have set up, maintained and developed our communication pathways using a variety of means: -</p> <ul style="list-style-type: none"> Headteacher Letters at key stages of the Covid situation Information Opening Letter to Home Learning packs Providing Remote Education information to parents <i>Completed template Elms Home Learning in response to COVID</i> Opening Page of the Home Learning page of the website 	<p>To ensure all interfaces with parents (in the public domain) are routinely updated</p>	<p>Maintain the current level of our present communication between all stakeholders</p>	<p>Communication</p> <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>The opening page to a class teachers' area of the website 'Welcome to year ...' Events on the opening page to school's website The school's Facebook account The school's twitter account Parent Mail Tutor: class teacher: calls to parents Within the Teams platform teacher can communicate with their pupils All staff meetings, training needs and professional conversations are through Teams Governor: Report, SDP and SIF Learning Report to learning governor</p>			
<p>Monitoring and Evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none">-understanding the impact on staff workload and how to mitigate against it-staffing changeshaving access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	<p>The Head and DHT are aware of the impact on staff workloads and balance the legal duty to provide a viable learning experience</p> <p>The Head has operated a consistently fair rota system to support all staff through this difficult time.</p> <p>All clinically extremely vulnerable staff are shielding and working from home.</p> <p>The Headteacher monitors staff absences carefully and creates rotas according to the changing needs of the school.</p>			<p>Monitoring and Evaluation</p> <p>GOV.UK provides the following guidance:</p>

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.				
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Approach	Strengths	Gaps	Score 1-5	Potential actions and resources if score is 1 or 2
<p>Home environment</p> <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> <p>Understanding their strengths and weaknesses to improve their learning, how to learn from home and how to manage their time during periods of isolation</p>	<p>The home learning environment for example; - issues with housing, family numbers, make up of families CIC/CHIN /Early Help/DV are shared and teachers are aware when they supported families. Where possible solutions were suggested.</p> <p>The Thrive practitioners and HLTA created a wealth of resources-social stories to support families.</p> <p>The pupils restarted school September 2020 and the teachers followed the school's Recovery Curriculum to settle the pupils back into a learning environment. The recovery curriculum focused on building relationships, reducing anxieties and developing an understanding of their emotions.</p> <p>Pupils were introduced a more formal learning experience transferring onto the newly modelled academic curriculum.</p> <p>The learning pace was adjusted so that previous knowledge could be recapped and then new knowledge and skills were introduced.</p> <p>Currently, all lower and middle school teachers create a learning timetable for parents to follow-thus supporting them to deliver home learning.</p>	<p>Ensure regular evaluation of pupil engagement</p> <p>Alter accordingly to ensure all pupils are accessing remote learning</p>	4	<p>Home Environment</p> <p>The EdTech Demonstrator Programme's remote education roadmap 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 Get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>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.</p>
Supporting children with additional needs	The network manager supplied log in details to all pupils and parents to			Supporting children with additional needs

<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 right hardware and software to support their needs.</p>	<p>access the resources on Home Learning Page <u>Get Help with technology.</u></p> <p>All parents have been canvassed to ensure they have access to technology.</p> <p>Elms school has provided 63 laptops to different families.</p> <p>The government has released a further 25 laptops to Elms School for our families. They have been notified through the Elms Facebook page. Families have been informed of availability of 4G Wireless Router. All parent/carers have been informed of the availability of Additional Data Packs on mobile devices from key providers: <i>EE, 3, Smarty, Virgin, Tesco, O2 and Sky</i></p> <p>All teachers continually check in with families to ensure there are no problems with technology and access key areas of the school website Any difficult to answer concerns are referred to the school's network manager</p>			<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 for full opening f provides guidance on how schools should support <u>pupils with SEND and vulnerable children.</u> <u>Oak National Academy provides resources for teachers to support children with additional needs.</u></p>
<p>Monitoring engagement</p> <p>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.</p>	<p>Teachers make weekly telephone calls to parent/carers and more often if the need arises.</p> <p>Parents and carers can contact teachers through school/teacher emails.</p> <p>Any concerns that have a safeguarding link are recorded in the school's CPOMS platform. These concerns are raised at SLT meetings and actioned.</p> <p>If a parent/carer is struggling with any difficult and persistent behaviours that are impacting a pupils' ability to access their Home Learning, this referred to the Head of Pupil Support.</p>	<p>Ensure work packs are being returned regularly to school (Transport Team) and teachers, when safe to mark, mark and store the learning evidence for future assessment of progress within the Elms Curriculum and exam board syllabus criteria.</p> <p>Upper school Teams feature captures the involvement in learning. The work can be downloaded from Teams.</p> <p>The phase leaders have been given the responsibility to monitor the teachers thus ensuring teachers know who is</p>		<p>Monitoring engagement</p> <p>Advice on how schools should monitor engagement is highlighted in the <u>remote education expectations guidance.</u></p> <p>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></p>

		returning work packs and who is not.		
<p>Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education.</p> <p><u>NOT RELEVANT TO SETTING</u> including assistive technologies for pupils with SEND.</p>	<p>The school has an outstanding computer science teacher who has created a whole school curriculum from year 1 to year 11 where the knowledge and skills are built upon. All pupils will have had specialist subject teaching prior to lockdown. All teachers offer to support for learning and technology. Demo lessons have been offered to support pupils. Support sheets are added to Home Learning area of the school website: <i>Joining a Microsoft team meeting via a smartphone</i> <i>Digital Learning Rules</i> Awareness around online safety is on the school's website. <i>Report concerns</i> <i>CEOP's Child Protection Advisers</i> Teaching resources have been provided by computer science teacher. <i>Safer Internet Day 9th February 2021</i></p>			<p>Pupil digital skills and literacy 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.</p>

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.

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Approach	Strengths	Gaps	Score 1-5	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	The timetable constructed by the Head ensures there is a balance between onsite provision and off-site provision LOWER SCHOOL Recommended KS1=3 hours If a pupil is on site three hours of education is met. <i>If a pupil is learning remotely the range of daily learning resources provided covering English, Maths, Science, and foundation subjects equates.</i> <i>A learning timetable for the week is created for time slots.</i> MIDDLE SCHOOL Recommended KS2 4 hours KS3 5 hours If a pupil is on site four/5 hours of education is met <i>if a pupil is learning remotely the range of daily learning resources provided covering English, Maths, Science, and foundation subjects equates. Some of these pupils are engaging with pre-recorded learning sessions from their teacher.</i> UPPER SCHOOL KS4 5 Hours a day	To ensure there is full participation in the education offer across the three phases Ensure Upper school are online and learn in all lessons. Teachers to have a register of attendance (inside Teams) so that this can be followed up in weekly calls to parents Target year 11 for full participation in online learning Ensure year 11 are completing assignments to the deadline and these are stored for evidence for the summer exams	4	Minimum provision Remote education expectations are highlighted in the guidance for full opening . GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

	<p>5 lessons of 45 mins = 3.75 hrs. There is time allocated for pupils to complete assignments.</p> <p>Added to the afternoon there are timetabled slots available to support our pupils with SEMH and ASD. Also, there are Duke of Edinburgh lessons where pupils are gaining specific skill (Covid has had an impact on delivering the full range of skills)</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>	<p>The school has a newly created curriculum following a knowledge engaged model, sequencing skills from year 1 to year 11 ready for end of school high stake exams.</p> <p>This curriculum is being taught on site and remotely.</p> <p>The resources created by teachers mirror the curriculum.</p> <p>The resources created for the exam course work meet the marking criteria for the variety of exam boards and qualifications</p>			<p>Curriculum Planning</p> <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>
<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>	<p>Answered in other areas of review</p>			<p>Curriculum delivery</p> <p>GOV.UK provides:</p> <p>Guidance on accessing and buying resources for remote education</p> <p>Resources on remote education good practice</p> <p>Guidance on how to access and set up online digital platforms to support delivery</p> <p>Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.</p> <p>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</p>

<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>	<p>The teachers are experienced with a range of assessment and feedback strategies. Many of the upper school teachers are experienced markers who have moderated and marked nationally in their subject.</p> <p>Effective feedback is part of their classroom practice and they will continue with established practice in a new way of delivering.</p> <p>The teachers are recording progress made by the pupils in the Elms Tracker. This tracker contains the assessment frameworks created by teachers when they were writing their subject curriculums.</p>	<p>RF to join the KsENT Leadership meeting 29th January to work with other Deputies to form protocols for 'quality assuring' the remote learning.</p> <p>The insight tab will allow the teachers to gauge how well pupils are progressing through the curriculum.</p> <p>When data can be captured from marking the home learning package that will provide evidence.</p>		<p>Assessment and feedback</p> <p>GOV.UK provides guidance on: Assessing pupil progress and providing feedback in the Remote education good practice guidance assessments and exams</p> <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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Capacity and capability Schools support staff to deliver high-quality remote education.				
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 (1-5)	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.	All information received at Senior Leader level is shared daily with all staff in the full version if appropriate or disseminated for ease of reading The teachers are proactive and seeking out their own information and sharing through regular teams' meetings	To maintain the level of communication between government-SLT and staff	4	Effective practice 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. 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.	All teachers have access to digital resources available through the internet. Each teacher has a laptop. The school's commercial programmes- Collins and RWI have their own textbooks. The whole teaching staff received training in how to use Microsoft Teams. There is an ongoing training for upper school delivered by the computer science teacher either as a group or through 1:1 support as when needed			Staff capability 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. 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 pupil with a print disability . 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	Elms School is part of KsENT, a cooperative of the 26 special schools in Kent. The headteacher is regular contact with this organization and Association of Headteachers as well as the local authority			Strategic partnership 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 to embed practice across MATs Maths hubs to improve maths education

like the EdTech Demonstrator Programme and curriculum hubs	The school-to-school support being organised to create protocols for quality assuring digital remote learning.			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
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<p style="text-align: center;">Communication</p> <p style="text-align: center;">The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.</p>				
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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 1-5)	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. 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>	<p>A short survey –four questions to get feedback from parent/carers about the provision of remote learning for their child shows that parents are pleased with our offer. They were asked to rate the offer out of 5 and the overall score is 4.7/5.</p> <p>Form teacher and class teachers are re-enforcing the learning expectations for Home Learning.</p> <p>Teachers are chasing pupils/families who are not attending. If a pupil continues to not engage, the pupil should return to onsite education as their absence will not be authorised.</p>		4	<p>Realistic expectations of pupils, parents and carers</p> <p>Remote education expectations are highlighted in the guidance for full opening. 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 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>	<p>The class TA's are invited to join the lesson and are a valuable asset as well as supporting the teacher with 'breakout rooms' the pupils are part of their onsite learning and pastoral community.</p>			

Safeguarding and wellbeing

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

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Approach	Strengths	Gaps	Score (1-5)	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 AUP has been updated to reflect the remote learning. Teachers have phoned all Parents, talked through the Policy, and received verbal agreement. At the beginning of every lesson Teachers are reading through the expectations of remote learning. On the school website and on the Home learning page there are clear instruction on how to join and participate in a lesson as well as information on whom to contact if there are any concerns. Teachers can record concerns on CPOMS (Online Electronic system) this relay concerns immediately to the Safeguarding Team.	As remote learning has just begun, it is a case of monitoring and highlighting areas that raise concerns, so that these concerns can be addressed. The DHT is joining a KSent leadership forum to work as a group of Deputies to build a protocol framework for Quality Assurance of Digital Remote Learning	4	Ensuring safety 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	Please see information above.			Online Safety GOV.UK provides guidance on:

<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>	<p>Teachers are still delivering through PSHE – How to keep yourself safe online (through various topics). There is information on the school Website for Parents and pupils to access that give information on how to keep yourself safe online and also the organisation that can offer support and resources if needed.</p>			<p>Safeguarding and remote education during coronavirus (COVID-19) Teaching online safety in schools</p>
<p>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.</p>	<p>The school has designated two members of the SLT as well as the team of THRIVE Practitioners to cover and offer support regarding mental health issues.</p> <p>DSL sends out regular updates to staff, regarding resources and organisations that offer mental health support. This includes suggested assemblies that can be delivered remotely as well as activities for pupils to take part in.</p> <p>Teachers and the Welfare team ring weekly the most vulnerable pupils to ensure they are okay.</p> <p>Weekly meeting (via Teams) for the Safeguarding team to discuss any concerns or the sharing of relevant information.</p>			<p>Well-Being GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>The school complies with the GDPR and a GDPR policy is in place. The school has an AUP which has been updated for remote learning.</p>			<p>Data management GOV.UK provides guidance to support schools: with data protection activity, including compliance with GDPR to be cyber secure</p>
<p>Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>On the school website and on the Home learning page there are clear instruction on how to join and take part in a lesson and the expectations of behaviour. The AUP also states the consequences</p>			<p>Behaviour and Attitudes GOV.UK provides guidance on behaviour expectations in schools.</p>

	for not following the behaviour rules which can result in the pupil being ejected from the meeting. Teachers are supported in the remote learning by a T.A./HLTA to ensure Safeguarding of not only the pupils but also the staff.			
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