

Remote Education Audit DFE 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. 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
<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>All team leaders responsible for checking that remote learning planning is on the website by Monday morning. Agreed planning format to include 2 live lessons- one of which was a feedback session. Children with SEND EHCP not in school provided alternative provision and 1: 1 session with either TA or teacher daily. Additional resources sent home.</p> <p>Group work for other children struggling with provision and TA time (TAs not able to be in school) given to help children to go over the teacher lesson once teacher had gone offline.</p> <p><i>School curriculum used to inform planning although some swaps made to allow more easy access for home learning eg</i></p> <p>Purple Mash, White Rose and Oak National academy used in addition to live lessons. Normal access to Mathletics, Bug club and phonics play continued.</p>		5	<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>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National</p>

				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.	<p>By end of week 1 lockdown, teachers were delivering live lessons teaching all children how to mute, raise hand, show camera etc to ensure all ready for new week's learning to follow.</p> <p>All remote learning on school website on dedicated remote learning page attached to class pages.</p> <p>School remote learning policy already on the website but revised in light of new lockdown.</p>		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 publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
Monitoring and evaluating	All staff planning lessons had 30 minutes a week of every staff meeting to put on Purple Mash		5	GOV.UK provides the following guidance:

<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 changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<p>to- dos and set Mathletics and Bug club for the week.</p> <p>All teaching staff in school (2 TAs working from home) allocated to their classes.</p> <p>Daily COVID updates shared. LA data shared. All staff have access to School MIS (Bromcom)</p> <p>All teachers kept registers of children who attended lessons and followed up where a child was having issues either by email or telephone. Exceptional circumstances staff did door step check ups and deliveries of additional materials and resources.</p>			<ul style="list-style-type: none"> • <u>recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u> • <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
<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> <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 	<p>Survey on access to IT devices completed October 2020.</p> <p>All families identified as having limited or no access to device were provided with loan device per family initially and then per child (once DFE devices available).</p> <p>PP children had stationery resources sent home in September. Exercise books were sent home in October. CGP books (used June lockdown solely for PP) bought for Year 1-6 and distributed in October.</p> <p>FS sent home whiteboard and pen in January to aid live lessons.</p> <p>Practical resources for lessons provided where needed.</p> <p>Variety of curriculum and fun activities – PE activity every day(not just Joe Wicks). Virtual sport challenges set by PE lead.</p> <p>Whole school celebration assembly started week 2 to ensure children at home felt part of the school.</p>		5	<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>

	<p>Home learning protocol promoting good home learning strategies shared with children and parents.</p> <p>Structured plans to show how much time to spend on each activity.</p> <p>Teaching hours set to DFE guidelines.</p>			
<p>Laptops, tablets and internet access</p> <p>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.</p>	<p>Survey on access to IT devices completed October 2020.</p> <p>All families identified as having limited or no access to device were provided with loan device per family initially and then per child (once DFE devices available).</p> <p>Learning plan had a mixture of activities and was not totally dependent on online resources.</p> <p>Printed resources made available where families struggling to print planning etc.</p> <p>Where a child from a non critical worker family was considered to be struggling, despite support, if a place was available, they were invited into school- even if only for a couple of days a week.</p>		5	<p>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.</p> <p>Where pupils might lack digital access, 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>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 right hardware and software to support their needs.</p>	<p>Children with SEND EHCP not in school provided alternative provision and 1: 1 session with either TA or teacher daily. Additional resources sent home.</p> <p>Group work for other children struggling with provision and TA time (TAs not able to be in school) given to help children to go over the teacher lesson once teacher had gone offline.</p> <p>Home learning protocol promoting good home learning strategies shared with children and parents.</p> <p>Structured plans to show how much time to spend on each activity.</p> <p>Teaching hours set to DFE guidelines.</p>		5	<p>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.</p> <p>The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</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>All staff monitored attendance of all live lessons. Afternoon lesson was an opportunity to present work completed and given next steps. EYFS encouraged to send in examples or show on a whiteboard in phonics lessons. Completed work could also be sent to teacher via TEAMS and/ or PurpleMash.</p>		5	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on</p>

	<p>If children did not attend lessons or submit work, staff contacted parents directly. Where a child from a non critical worker family was considered to be struggling, despite support, if a place was available, they were invited into school- even if only for a couple of days a week or individual or group work set up with teacher or TA in addition to live class lessons to encourage engagement to address learning issues.</p>			<u>ways to monitor and evaluate progress.</u>
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>TEAMS guidance sent to all families in October (parent consultations completed via TEAMS)</p> <p>PurpleMash teaching started in EYFS in Autumn term in case of any future lockdowns.</p> <p>All children had had lessons using PurpleMash in school before lockdown and were instructed in how to learn with TEAMS in 1st week.Help guides sent where appropriate eg for DIGIMap . Morning lesson and every phonics lesson recorded so children could access anytime during the day.</p>		5	<p>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 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: <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 	School ensured at least minimum learning time allocated and extra activities were always available both on the planning and on the class website pages.		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 similar but adapted or one that is completely different.	Clear planning for Spring 1 using one format consistently that was used both in school and at home for remote learning or in the event of a bubble closure.		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 support their pupils during remote education.

<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>Pendragon Primary using live lessons(and recorded lessons) using TEAMS. In additiona school planned using PurpleMash, Mathletcis, Phonics Play, Bug club.</p> <p>Additional planning used from White rose and Oak National academy.</p> <p>Class, group and 1:1 sessions were also delivered for specific individuals. Well being checks completed online and via email and telephone and in person.</p>		5	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital platforms to support delivery • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <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>
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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>	<p>Teachers did a daily feedback session on learning and work submitted during live teaching session.</p> <p>Questions and answers were part of live lessons to give feedback to inform the rest of the lesson. EYFS/ Year 1 used phonics flashcards with the children in school and at home and checked their knowledge during the session with the children.</p>		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams <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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>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.</p>	<p>Senior leaders attended DFE webinars, Oak National Academy webinars.</p> <p>The Education Endowment Foundation support guide used to help teachers support their pupils during remote education.</p> <p>TEAMS training for all staff from outside training team.(recorded and shared with support staff)</p> <p>As new online resources were developed and sent to school – these were distributed and incorporated into school planning.</p>		5	<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>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <p>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.</p> <p>Where used, staff have the appropriate training and support to</p>	<p>All staff in school. 2 TAs not in school supported with digital devices.</p> <p>Pendragon Primary using live lessons(and recorded lessons) using TEAMS. In addition a school planned using PurpleMash, Mathletics, Phonics Play, Bug club.</p>		5	<p>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.</p>

<p>use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Additional planning used from White rose and Oak National academy.</p> <p>Senior leaders attended DFE webinars, Oak National Academy webinars.</p> <p>The Education Endowment Foundation support guide used to help teachers support their pupils during remote education.</p> <p>TEAMS training for all staff from outside training team.(recorded and shared with support staff)</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, colleges and universities, free for any student with dyslexia or visual impairment.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p>Strategic partnerships</p> <p>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 EdTech Demonstrator Programme and curriculum hubs.</p>	<p>As new online resources were developed and sent to school – these were distributed and incorporated into school planning.</p> <p>School had enough resources in house.</p> <p>SCSSP, LA and maths hub resources shared with staff as appropriate.</p>		4	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • 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 • English hubs to improve teaching of phonics, early

				<p>language and reading in reception and year 1</p> <ul style="list-style-type: none"> • Computing hubs to improve the teaching of computing and increase participation in computer science
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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
<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>	<p>Home learning protocol promoting good home learning strategies shared with children and parents.</p> <p>Structured plans to show how much time to spend on each activity.</p> <p>Where parents needed additional guidance eg phonics- put on website.</p>		5	<p>Remote education expectations are highlighted in the 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>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools 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</p>	<p>2 live lessons every day.</p> <p>School celebration assembly established every Friday after week 1.</p>		5	

<p>sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>Friday awards given to one child in school and one child at home.</p> <p>PE events shared and results published on newsletter eg healthy selfie competition.</p> <p>Friends of school organised events around village for families to take part in socially distanced walks etc.</p> <p>Promotion of community hub events.</p> <p>Weekly school newsletter celebrated children's success at home eg running challenges, basketball bounces etc</p> <p>Foundation Stage medieval banquet took place at school and at home.</p>			
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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.	E safety education revisited in January. Clear protocols for use in place. Where devices loaned to parents, e safety advice was included with the device. All e safety issues dealt with immediately with contact with all parties(only 2 issues dealt with). When live lessons were about to be recorded, everyone informed so cameras could be turned off if needed. All teachers emails addresses available to all parents and carers so any concerns could be shared immediately. Staff could ring or phone parents if they had concerns.		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 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.	E safety education revisited in January. Clear protocols for use in place. Where devices loaned to parents, e safety advice was included with the device. Safer internet week activities incorporated into remote learning plans. All e safety		5	GOV.UK provides guidance on: <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools

	issues dealt with immediately with contact with all parties(only 2 issues dealt with).			
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.	2 live lessons every day. Well being focus on return to school in September so shared vocabulary in place. PSHCE lessons taught during lockdown. Work planned for summer 2 on how to support pupils to identify their own being issues. Where children were identified as needing additional support small groups or individual sessions were provided. In addition, door step visits were organised if necessary.		4	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).	All in place		5	GOV.UK provides guidance to support schools: <ul style="list-style-type: none"> • 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.	Protocol sent to all families for remote learning with expectations for lessons and learning. Teachers monitored and enforced.		5	GOV.UK provides guidance on behaviour expectations in schools.

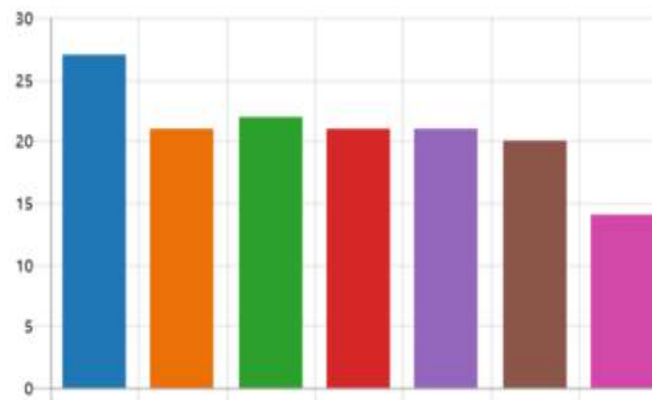
Parent feedback on remote learning

- A balance of parents from all seven year groups gave feedback. This totalled 105 results and sets of data. As seen, the highest number of respondents came from EYFS with the lowest coming from year 6.
- Data results- 98% of carers agreed or strongly agreed that their child was able to access the remote learning set for their year group.
- 87% of carers agreed or strongly agreed that the learning set for their child was appropriate for them (including individualised support being offered where required).
- 91% of carers agreed or strongly agreed that the remote learning package offered by Pendragon met their expectations.

1. My child(ren) is/are within year(s):

[More Details](#)

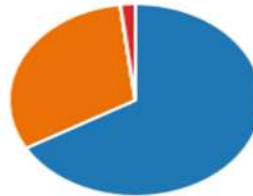
● EYFS	27
● Year 1	21
● Year 2	22
● Year 3	21
● Year 4	21
● Year 5	20
● Year 6	14



2. My child was able to access the remote learning set for their year group (including with parental/carer support).

[More Details](#)

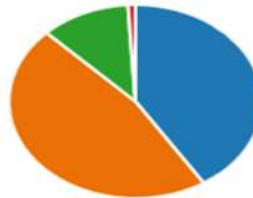
Strongly Agree	70
Agree	33
Disagree	0
Strongly Disagree	2



3. The remote learning set for my child was appropriate for them and individualised learning was provided where necessary.

[More Details](#)

Strongly Agree	43
Agree	49
Disagree	12
Strongly Disagree	1



4. The remote learning package offered by Pendragon met my expectations and supported my child's progress.

[More Details](#)

Insights

Strongly Agree	43
Agree	53
Disagree	8
Strongly Disagree	1



Today Lucy and I did our first day of remote learning together this lockdown. I must admit that last week I felt quite anxious at how I would be able to adequately pick up a days learning with Lucy in a consistent way for her.

However, I am SO impressed by the hard work of the team. After becoming organised, we were able to follow a set of clear and concise plans with all the resources we needed. We were also able to send Lucy's learning back to school for her to continue on Friday. I would just like to thank you for all the hard work you are putting in and sheer determination, which goes way beyond your working day!

Mrs B
(teacher)

Hi,
Just wanted to send a quick email to thank you and all the staff for the fantastic response to home learning this lockdown. William and Izzy were both really upset not to be able to come back but the Teams lessons have made such a huge difference and they actively count down to them. The work set is fantastic and seems to be at the perfect level for both of them. They feel a part of the school community still and I'm really enjoying seeing the teachers teaching them!
Best wishes to all of you at the school and many thanks again for putting so much effort in, it's really appreciated.
Thank you
Mrs T

From Mrs R on the Friends of Pendragon post today

Both children are finding the work set for them manageable and I am pleased with the wonderful range of activities and Web links the teachers have made available to them. The two virtual lessons everyday are a godsend. It allows me to do my own work and it means that both children feel part of their class and valued! Mr Edwards has the patience of a Saint and has smiled his way through the ICT difficulties faced by the children in his class wonderfully. Miss Westlake sessions are so interactive and she takes the time to listen to, and include, each child. I feel the school has really listened to the feedback from the first lockdown and we now couldn't ask for more. 😊 Please pass on my thanks x

(teacher)

Good Afternoon Miss White / Mrs Wall,

I just wanted to email to say thank you to you both and the school for all the efforts in relation to the remote learning schedule and online daily Teams calls.

Both Thalia and Freya are working through the set work and understand what is required of them daily and can access all the links and documents with no problems. This really helps me to do my own full time job so is greatly appreciated and it seems really well organised.

So just a Thank You as I know it can't be easy juggling those at home and in school together.

I haven't sent you any work the girls have been doing but they are recording everything in their workbooks and are completing all activities each day.

They are enjoying seeing their classmates over Teams and I think this is a great addition.

Hi Miss Shaw, Mrs Willmore and Mrs Buck,

I just wanted to get in touch to say thanks for all that you personally, and Pendragon as a school, are doing to keep Callum and Amy engaged with their schoolwork. The Teams lessons are working out extremely well for both children as they not only get to see their teachers and friends, but the meetings in turn are enthusing them to continue the work started in the meetings. David and I are both trying to work from home and have been throughout the past 10 months so we're not always as available to the children as we would be if we weren't working, but I feel that the combination of assigned work and Teams meetings is really working for us this time: I've seen a massive improvement in Amy's attitude this time around which in turn encourages a positive attitude from Callum towards learning at home.

We're very grateful for your hard work. Thanks very much!

Dear Mrs Willmore and Marshall

I have just looked at the home learning work for this week (I haven't needed to until now as the girls were in school both Friday and Monday) and can't believe how much time and effort has gone into preparing this material to support pupils (and their parents!) at home.

I simply wanted to say a huge thank you for everything you are both doing!

Mr G (Teacher)

Dear Carol and Tracey,

I am emailing you as a parent, not as a Governor!

I would just like to express our sincere thanks to Emma Cracknell for just how brilliantly homeschooling has gone over this past week. Our week has had a solid plan, which we've found easy to follow and has given us so many options for educating George. All the resources and links have been easy to follow and we have loved learning more about the Stone Age.

The Teams lessons have been excellent, and so wonderful to see all the children excited to see each other and their teacher. The worries George had at the start of lockdown have gone due to these lessons and the opportunity to interact with his friends/teacher.

Thanks so much Emma, we really appreciate everything you've done to get this all to work!

Beth & Chris Walliker.

Thank you so much for all your hard work - it must be so difficult with school and remote learning. George really values the live sessions as a bit of normality and motivation!

I just wanted to take a moment to send you both a message to let you know how relieved we are to see Emily and Isabel both coming home so happy from school in such uncertain times. It has not been easy for us having no choice but to send the girls in to school as both front line workers and as a parent it leaves you anxious, but they have come home the last two weeks very happy saying how lovely it is in the classroom, how they have enjoyed the work being set for them, and they especially enjoyed cooking and are loving science at the moment. We would just like to thank you both as I know working in Education myself the announcement was a huge knock on effect with no advance warning.

Thank you for keeping us up to date and for making the girls feel safe and secure at school. I know the effects and hard work that go in behind the scenes from the teachers, teaching Assistants and Management team, so thank you.

Good morning, Today I have decided to do something I wanted to do for a while now- and out everything else on hold: I want to thank the staff at Pendragon Primary school (teaching, administrative, managers, canteen etc.) who are making these difficult times so much easier for us parents thanks to their professionalism and their determination to ensure that every child matters- especially in this pandemic. The quality of online learning is absolutely amazing and the abundance of online resources are very helpful and challenge the students to do their best. My special thanks to Miss Westlake, Miss Dodman, Miss White for their relentless care and interactive lessons to my little ones and of course Miss Brown and Miss Shaw for their excellent leadership.

Thank you for the newsletter and I extend my gratitude to every member of staff in school, you are all doing an amazing job!
Thanks for all the hard work you are putting in too. It is appreciated. The mix of online and home learning is working really well and you all appear to be taking it in your stride!
Mrs C

Your workload must have increased exponentially. Hopefully this situation won't last long. We are lucky to have such capable and dedicated teachers at Pendragon.

Mrs D

Remote learning questionnaire

It was great for the children to speak to their teacher and see their friends. It was helpful that the work was set by the teacher and was what they would have been doing in class.

It helped keep the children focussed, engaged and maintain contact/relationships with their teachers and classmates.

There was a huge difference from the 1st lockdown. We loved the structure and enjoyed the live sessions with the teachers.

The learning provided was detailed, with links/attachments where needed. The timetable was easy to follow as was the live lessons. The entire set up made home learning easy to follow and complete.

The twice daily catch up provided great and much needed contact between teacher and class. It also really helped to explain what was required/expectations for days work. This really helped children and parents

Live meetings kept them motivated and gave them deadlines/expectations. Content was varied and challenging. Staff managed key workers and remote live lessons very well. Pendragon did brilliantly in adapting throughout.

Apart from the actual material/topics provided, two things were particularly great about the remote learning packages. (1) that there were two online sessions per day with topics introduced and goals set in the morning and these were consistently followed up in the afternoon. (2) a full week's learning timetable was provided well in advance so that working parents could make arrangements and preparations. **Talking to other parents with similar aged children in other schools showed us that Pendragon outperformed other schools in the Cambridgeshire area both in terms of the amount of home learning support and the quality of the material provided. Thank you!**

It was hugely beneficial for my children to see their teacher and classmates and share their work. Having a timetable of work was also helpful for the rest of the household to plan for the week.

There were clear plans of what work each child needed to do. I also received prompt responses from both of my children's teachers when I had a query and also both teachers gave feedback, praise and encouragement to the children through messages to them.

The Teams lessons were fantastic and very interactive between home and school so both my children felt included in the class. The work set was at an appropriate level- some days more challenging than others with lots of variety. Both my children's teachers were very quick replying to emails and questions too.

Brilliant that the children could join regular online classes with their class and teacher. Teacher support has been absolutely fantastic! Resources were easy to access and always there readily available. Thank you for adapting so quickly and keeping our children safe.

Live lessons - contact with teacher and classmates. Fun session on Friday afternoon with their teacher. Email contact and feedback from teacher. Lots of work to keep my son busy and engaged. Love having the weeks plan and work so we could support our child.

The live sessions were excellent and helped to keep the my children motivated and in touch with their teacher and class mates. The plans were easy to follow and all of the resources were easy to find. The work set was good balance and a nice mix of all subjects. We were very impressed and grateful for all of the remote learning that was provided.

The live lessons twice a day were great and I was really pleased my child had a chance to see the others in her class and interact with her teacher. The lesson plans given were also massively helpful in guiding what work to focus on. The weekly assembly was a lovely thing to do too, meaning my child was also able to briefly see the others in school, not just in her class. Generally, I was really pleased with the provision for this lockdown and hugely appreciate all the hard work I know has gone into this from all staff! Thank you all!

The weekly plan of learning which they could follow was extremely helpful, it told them the order in which to do things and enabled them to find and do most of it themselves without parental help. The two virtual lessons per day were brilliant at introducing them to a new topic (morning) and to go over work completed (afternoon). The learning and the support for learning was all extremely good.

Average Class engagement remote learning week beginning 1st February session 1

Class	Register in lesson	%
Cubs	28/30	93%
Kittens	28/30	93%
Lynx	26/27	96%
Ocelots	27/28	96%
Bobcats	26/26	100%
Sand Cats	24/24	100%
Puma	24/25	96%
Leopards	22/23	96%
Panthers	29/30	97%
Lions	26/26	100%
Jaguars	24/25	96%
Tigers	26/26	100%
Mountain Lions	27/28	96%
Snow Leopards	32/33	97%

Overall 97% school average although on the whole there was only one child missing a day where classes were not 100%



Department
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