

1 – Identify (not yet in place)

2 – Develop and Plan (identified gaps but a plan is being developed to address them)

3 – Implement (In the process of implementing systems and practices to address this)

4 – Embed (Practices and systems are in place with minor gaps)

5 – Sustain (Practices and systems are fully embedded, and there are examples of best practice)

Area of Provision	Evaluation	Comments	Actions
A: LEADERSHIP			
<i>School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.</i>			
1. Remote education plan <ul style="list-style-type: none"> 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 closely as possible to the in-school curriculum. There is a process in place by which the lead of remote learning, quality assures the provision across the school. 	4	SLT member responsible for RL, plus two T&L Co-ordinators Expectations shared with all stakeholders.	Further embed QA processes for RL
2. Communication <ul style="list-style-type: none"> Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. 	4	Detailed info shared with all stakeholders	Further embed parent support
3. Monitoring and evaluating <ul style="list-style-type: none"> The school has systems in place to monitor the impact of remote education. This includes: <ol 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 	5	Staff wellbeing group Systems for short-term cover in place, collaborative planning supported; effective tracking of attendance.	
B: REMOTE EDUCATION CONTEXT AND PUPIL ENGAGEMENT			
<i>The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.</i>			
1. Home environment <ul style="list-style-type: none"> 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: <ol 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 	4	Pupil and parent voice surveys; highly effective pastoral & comms systems; wellbeing provision; significant investment in VL (independent learning).	Continue to develop and enhance home-school communication
2. Laptops, tablets and internet access <ul style="list-style-type: none"> 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. 	5	Excellent infrastructure & ICT support; provision to ensure optimum connectivity; alternative	

<ul style="list-style-type: none"> 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. 		approaches available as required.	
3. Supporting children with additional needs <ul style="list-style-type: none"> 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. 	5	Realtime TA support; regular staff training; guidance for parents; accessible software e.g. immersive reader.	
4. Monitoring Engagement <ul style="list-style-type: none"> 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 works closely with parents and carers to improve engagement where this is an issue. 	5	Teacher & pastoral team, ClassCharts trawls linked to school comms.	
5. Pupil Digital Skills and literacy <ul style="list-style-type: none"> The school supports pupils where necessary to use technology effectively for remote education, including offering practical advice and training in how to use any technology used in learning, including that for assistive technologies for pupils with SEND. 	5	Digital literacy supported over last 5 years. See B3 above.	
C: CURRICULUM PLANNING AND DELIVERY <i>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.</i>			
1. Minimum Provision <ul style="list-style-type: none"> 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 for key stages 3 and 4, 5 hours a day 	5	Delivery in line with normal school timetable.	
2. Curriculum Planning <ul style="list-style-type: none"> 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. 	5	Ofsted accredited 'Good' curriculum; curriculum 'flexed' for remote learning	
3. Curriculum Delivery <ul style="list-style-type: none"> The school has a system in place to support remote education, using curriculum-aligned resources. Teachers employ a suite of strategies to ensure effective T&L in the remote situation. Where possible the structure and approach of online learning follows the same principles as the school's usual T&L practice Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as 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. 	5	Effective, aligned delivery; established infrastructure - MS Teams & OneNote supported by other software platforms as required	
4. Assessment and Feedback <ul style="list-style-type: none"> 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. 	5	Feedback incl. verbal & recorded, written digital and software / AI electronic feedback shared at least weekly	

D: CAPACITY AND CAPABILITY <i>Schools support staff to deliver high-quality remote education.</i>			
1. Effective practice <ul style="list-style-type: none"> • 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. • Remote learning practice is kept under constant review and is supported by regular and responsive CPD. • There is a good understanding of how systems to support remote learning can be best used across the school, ensuring consistency of approaches, clarity of staff expectations and ensuring staff workload is managed effectively. 	5	High degree of expertise in SLT and leadership at all levels	
2. Staff capability <ul style="list-style-type: none"> • 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. 	5	School is extremely well-resourced; regular whole staff, departmental and bespoke staff training; range of support incl. webinars, MIEEs etc.	
3. Strategic partnerships <ul style="list-style-type: none"> • 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. 	5	EdTech Demonstrator school, links with FCAT and through PLSCITT and LA school networks.	
E: COMMUNICATION <i>The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.</i>			
1. Realistic expectations of pupils, parents and carers <ul style="list-style-type: none"> • 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). • Parents receive regular feedback about the engagement and progress of their child. 	4	Pupils trained to use software platforms – further support needed for Y7, new to 1-2-1 devices.	Further embed parent support and enhance home-school communication
2. School community events <ul style="list-style-type: none"> • 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. 	5	Assemblies, enrichment careers, wellbeing events, house system.	
F: SAFEGUARDING AND WELLBEING <i>Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.</i>			
1. Ensuring safety <ul style="list-style-type: none"> • 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. 	5	Amended safeguarding policy for RL, targeted support for vulnerable pupils; CPoms	
2. Online safety <ul style="list-style-type: none"> • 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. • The school promotes key messages around online safety and actively supports parents/carers to assist them with the online safety of their child. 	5	Full, regular training & detailed protocols in place, PIP amended	

<p>3. Wellbeing</p> <ul style="list-style-type: none"> • Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. • Structures are in place to support staff wellbeing during periods of remote working. • There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. • Appropriate activities are incorporated into the RL to support children’s wellbeing and help reduce screen time. 	5	<p>Sharp focus on pupils and staff wellbeing. Dedicated time and resources. See also F1 above.</p>	
<p>4. Data management</p> <ul style="list-style-type: none"> • The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). • Staff are aware of the additional precautions required when sharing any personal data via platforms during RL and leaders ensure platforms and apps used meet GDPR requirements. 	5	<p>All staff GDPR trained. Proactive DPO in school.</p>	
<p>5. Behaviour and attitude</p> <ul style="list-style-type: none"> • There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. 	5	<p>High expectations, BfL policy & Classcharts reporting adapted.</p>	