Guiding principles for remote learning – self-assessment  
  
The government has stated that *“While our aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education”.* Schools are required to ensure they provide high quality remote education that mirrors in-school education, in case any pupils are required to self-isolate or local restrictions are needed once schools re-opened.   
  
The aim of this remote learning self-assessment is to support schools in assessing their readiness to be able to offer **“immediate remote education”** should a **group of pupils** need to self-isolate and to support longer term planning for resilience.

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|  | Rating  R – Significant work needed  A – In progress  G – In place already | RAG | Actions |
| 1 | Evaluation has taken place on what worked well and challenges during lock down  IT systems and software are up to date and able to deliver the intended package of remote learning |  |  |
| 2 | A dedicated senior leader has been identified who will have an over- sight of the management and quality of remote learning |  |  |
| 3 | All parents, children and staff are clear about what to expect in terms of home learning in the event that children are sent home and in *cases where individual children are self-isolating but classes still running in school* |  |  |
| 4 | School knows how every family is able to access home learning e.g. has access to internet, needs a paper pack, only has mobile phone facility etc |  |  |
| 5 | Plan is in place to manage the learning programme for children who cannot access the necessary laptop and internet connections |  |  |
| 6 | Staff are clear about how to work with parents who are not able to support their children with remote learning during lockdown. |  |  |
| 7 | School has communicated to parents the procedure in the event of bubbles not attending school and how home learning will be provided |  |  |
| 8 | School has planned provision in the event of 14-day isolation period for different scenarios i.e. individuals, classes or year groups. |  |  |
| 9 | School has planned an extended programme for longer periods of home learning taking into account digital resilience and staff expertise to develop learning over a period of time |  |  |
| 10 | The following delivery methods have been researched and reviewed as part of school’s strategy for learning and wellbeing: |  |  |
|  | A Directed use of differentiated paper-based packs including tailored advice and guidance for pupils/parents |  |  |
|  | B Directed and tailored use of existing on-line education programmes |  |  |
|  | C Directed and tailored use of pre-recorded lessons from recommended providers |  |  |
|  | D Directed and tailored pre-recorded lessons – school staff |  |  |
|  | E Live small group teaching sessions via remote platform |  |  |
|  | F Live lesson delivery via remote platform |  |  |
| 11 | The change in workload for staff who are having to teach remotely has been considered and strategies in place to support well-being |  |  |
| 12 | Expectations for staff asked to deliver remote learning are clear *for different scenarios*. School has ensured that all teachers are able to carry out remote learning effectively from home |  |  |
| 13 | School on-line safety policy is up to date and understood by all members of staff |  |  |
| 14 | Schools have considered pupils’ mental health and well-being and what to do if there are concerns. |  |  |
| 15 | Safeguarding policies, procedures and referral strategies have been updated and clarified to take remote learning into account |  |  |
| 16 | Staff are confident in planning and delivering remote learning from home and know where to seek support |  |  |
| 17 | School has agreed with staff how learning will be made accessible to **all children** and the expected levels of direct communication required between teacher and pupils in supporting learning at home in *different scenarios* |  |  |
| 18 | Staff are clear in their responsibilities and are planning for how children with EHCP’s will have their needs met whilst in isolation. |  |  |
| 19 | Staff are clear about the method and frequency in supporting age appropriate remote learning for specific year groups e.g.   * amount of screen time expected * activities that motivate and engage children |  |  |
| 20 | Staff are clear about the focus and the sequence of learning that needs to be provided eg; R/KS1 – focus on reading, phonics, maths before topic work |  |  |
| 21 | Staff are clear how much learning provided will be new and how much is consolidation |  |  |
| 22 | Pupils are clear about the daily expectations, where and how to access help |  |  |
| 23 | School has considered and agreed how children will receive effective and timely feedback on their daily home learning activities.  Parents and pupils are aware of what feedback and level of marking to expect |  |  |
| 24 | Governors are kept up to date with school’s delivery of remote learning |  |  |