

# Challenge Checklist – Remote Learning Quality of Education

Date of remote visit:

Identified	Developed & Planned	Implemented	Embedded	Sustained
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.

Produced with reference to DfE guidance.

			Colour	Action/ Evidence
<b>Compliance</b>	1	Evaluations have taken place on what worked well and challenges during previous lock downs. IT systems and software are up to date and able to deliver the intended package of remote learning where needed.	Embedded	Staff meetings evaluated previous procedures during Lockdown and improvements were made ie a more structured timetable/staff to teach to the curriculum rather than consolidation work. Seesaw is working well for all staff and families to deliver the curriculum in line with learning in school.
	2	Information about the remote offer is displayed on the school website (note this is to be done by 25 Jan 2021).	Embedded	All information is on school website and will be revised as and when necessary.
	3	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.	Embedded	We have made necessary enquiries regarding home learning facilities and each family is now engaged in learning in a variety of forms. We are very reliant on parents informing school when they have problems with home learning/access to internet.

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	4	A plan is in place to manage the learning programme for children who cannot access the necessary laptop and internet connections. Detailed support offered to combat the barriers.	Embedded	Families who cannot access learning online have procedures in place in order to facilitate their needs.
Leadership	5	School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.	Embedded	A Remote Learning policy is in place and has been shared with all staff. Regular communication is embedded regarding evaluation of the current practise and amended when necessary.
	6	A dedicated senior leader has been identified who will have an over- sight of the management and quality of remote learning.	Embedded	The Headteacher has an overview of the work set for remote learning and engages with pupils where and when possible.
	7	<b>Remote education plan</b> There is a plan in place for remote education. The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.	Embedded	The plan is outlined in the Remote Learning policy and this is in line with the work set in the classroom as closely as possible. SEND pupils' needs are addressed where possible and targets that have been set are resourced with work appropriately.
	8	The school has systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	Embedded	Staff set registration activities each day and parents/carers have access to staff email addresses in order to address any misconceptions with the work or queries regarding the work set.
Communication & Organisation	9	School has communicated to parents the procedure of how home learning will be provided. Ongoing communications of expectations to parents.	Embedded	Communications are good with all parents and if there is a break down in these communications parents are invited into school or a place is made available for the child to attend school where possible.
	10	Staff are clear about how to work with parents who are not able to support their children with remote learning during lockdown. Are there plans in place to support with this?	Embedded	Communications are good with all parents and if there is a break down in these communications parents are invited into school or a place is made available for the child to attend school where possible.
	11	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		
		G A mixture of both live, recorded & paper-based lessons		
	H Other			
	12	The school has a system in place to monitor that staff are providing a blended approach to learning which is compliant with the stated amount of hours (EYFS less than 3 hours, 3 hours for KS1, 4 hours for KS2 & 5 hours for secondary)	Embedded	The work is being set for all pupils however it is difficult to ensure that pupils are spending the stated amount of hours each day completing the work set.

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	13	<b>School community events</b> 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.	Embedded	Weekly assemblies and posted activities are given regularly including sporting events and competitions for all pupils to participate in. We have also celebrated Mental Health and Well-Being week and SEND pupils interact with SENCO regularly. We do not teach live lessons.
	14	<b>Data management</b> The school has appropriate data management systems in place, which comply with the General Data Protection Regulation (GDPR).	Embedded	Pupils have unique passwords and we have a 'No Reply' email system in place. Seesaw has its own Data Management system in place. There is a Veritau statement in the Remote Learning Policy and all devices that have been sent home have been passed and checked by the school's IT technician.
Well-Being & Safeguarding	15	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.	Embedded	We have guidelines for working safely with remote learning and these have been shared with all staff. The policy has clear guidelines in reporting concerns regarding safeguarding. The school use CPOMs to communicate any concerns to necessary stakeholders.
	16	The change in workload for staff who are having to teach remotely has been considered and strategies in place to support well-being	Embedded	All teaching staff have support assistants within their 'Bubble' and staff PPA has been honoured where necessary. Days are allocated ie: 'Screen-Free Friday' in order to support staff well-being.
	17	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.	Embedded	Training is taking place where necessary with in school training being used to address areas of need that are highlighted within the school day.
	18	Expectations for staff asked to deliver remote learning are clear <i>for different scenarios</i> . School has ensured that all teachers are able to carry out remote learning effectively from home.	Embedded	During the first 'Lockdown' the school had to close however, still delivered a full curriculum effectively and staff and pupils have become more confident delivering and accessing learning remotely.
	19	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.	Embedded	Staff are directed by guidelines in policy.
	20	Schools have considered pupils' mental health and well-being and what to do if there are concerns. Evidence of monitoring/ evaluating pupil well-being.	Embedded	An effective communication system is in place between parents and staff and pupils and staff and this addresses any support that is necessary for pupils and families. We facilitate the pupil in school if we are able, if and when any pupil becomes vulnerable. We have daily 'Emotional Check Ins' and we have phone calls to parents and pupils that are recorded for safeguarding purposes.
	21	There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Embedded	These are very clear in the Remote Learning policy. Our Behaviour Policy still applies and all positive behaviour is rewarded within our Merit system.

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Context & pupil Engagement	22	The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.	Embedded	Planning is prepared carefully in order to address the curriculum and to ensure pupils are engaging with this. Staff contact families who are struggling with this and offer support.
	23	<p><b>Home environment</b></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. The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> </ul>	Embedded	We know our pupils and families well and have provided pupils with devices or resources in order to remove any barriers to learning
	24	<p><b>Supporting children with additional needs</b></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>	Embedded	<p>We have identified the pupils that fit into a group and of those that are working from home and our SENCO communicates with these families regularly. We have also had ‘Face to face’ meetings in school to check that families are coping with the current situation. Staff are working as closely as they can to IPPM/EHCP targets that have been set.</p> <p>SEN pupils – F2 – 50%; Y1 – 50%; Y2 – 100%; Y3 – 57%; Y4 – 63%; Y5 – 100%; Y6 – 75%</p>
	25	<p><b>Supporting vulnerable students</b></p> <p>The school is prioritising vulnerable students to address any barriers facing them regarding remote learning.</p>	Embedded	As above
	26	<p><b>Monitoring engagement</b></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>	Embedded	The morning registration activity enables staff to identify any pupil who is not engaging with work. Any work sent home as a paper copy has a return deadline. In our Remote Learning we have a 3 day wait if pupils are not engaging then the teacher/Headteacher will contact home.
	27	<p><b>Laptops, tablets and internet access</b></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>	Embedded	<p>Staff have given appropriate to training to parents regarding the use of devices and laptops and the use of Seesaw which is the remote learning online programme.</p> <p>All children requiring a laptop for whatever reason have been allocated one and pupils and parents have been trained in its use.</p>
	28	<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	Embedded	All pupils that have required a device or lap top to support their learning have been given devices and pupils who are finding it difficult being one of many siblings in a home and also pupils from homes where there are no means of technology available to support their learning.

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Roles & Responsibilities	29	Staff are confident in planning and delivering remote learning from home and know where to seek support.	Embedded	Staff questionnaire has indicated that staff are secure with this.
	30	School has agreed with staff how learning will be made accessible to <b>all children</b> and the expected levels of direct communication required between teacher and pupils in supporting learning at home in <i>different scenarios</i> .	Embedded	The Remote Learning Policy gives guidelines to staff with this.
	31	Staff are clear in their responsibilities and are planning for how children with SEND, (including EHCP's) will have their needs met whilst they are learning remotely.	Embedded	Staff are working as closely as they can to IPPM/EHCP targets that have been set. SENCO supports staff with suggested activities for home learning and in school.
	32	Staff are clear about the method and frequency in supporting age appropriate remote learning for specific year groups e.g. <ul style="list-style-type: none"> <li>amount of screen time expected</li> <li>activities that motivate and engage children</li> </ul>	Embedded	The Remote Learning Policy outlines guidance for this alongside the DfE support and guidance. We also share good practice within school as a staff and necessary training.
	33	<b>Strategic partnerships</b> 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 <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.	Embedded	The school is part of the Beacon Partnership and Swaledale Alliance and have regular updates and communication sharing good practice in many areas of daily school life. Subject knowledge is shared between staff ie Phonics/mathematics and staff work alongside each other and support each other wherever possible.
	34	<b>Staff capability</b> 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	Embedded	We have access to the said items but will always welcome more! Each member of staff has been allocated an iPad to support their continued work regarding Remote Learning.
	35	Staff are clear how much learning provided will be new and how much is consolidation.	Embedded	The staff have a good understanding of where children are within their learning and their capability in accessing the curriculum.
	36	Pupils are clear about the daily expectations, where and how to access help.	Embedded	Some pupils are given a timetable for the week and they also have good communication with staff regarding any misconceptions or queries. Staff check the Remote Learning policy for the daily expectation of online activities.
	37	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	Embedded	This is stated in the policy and the routine is effective at present and understood by all stakeholders.
	38	Support for NQTs and RQTs is continuous throughout remote education periods.	N/A	
Curriculum	39	Leaders are confident that your teachers are teaching a well-planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.	Embedded	The planned curriculum is being taught in line with the set curriculum planned for this academic year alongside 'Catch Up' curriculum, R L Policy, the year group Big Picture (planning), Brompton Assessment sheets and Target Tracker.

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	40	The school has a system in place to support remote education, using curriculum-aligned, resources.	Embedded	The planned curriculum is being taught in line with the set curriculum planned for this academic year alongside 'Catch Up' curriculum, R L Policy, the year group Big Picture (planning), Brompton Assessment sheets and Target Tracker.
Evaluations Feedback & Governors	41	<b>Assessment and feedback</b> 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.	Embedded	The school went ahead with their assessment week and these have been completed by all pupils and will be used to support assessment results that had been awarded in the autumn term. Staff feedback verbally and with written comments regularly, often daily! Pre and Post assessments, Dictations and weekly videos of pupils reading on Seesaw help to inform staff of pupils' progress and understanding.
	42	Governors are kept up to date with school's delivery of remote learning. Use of Governor monitoring in effectively challenging leadership of the school.	Embedded	Governors are kept up to date with school's delivery of remote learning however, there has been no monitoring of remote learning. A lot of our Governors are parent Governors therefore are able to monitor the lessons presented and feedback etc daily regarding their own children.

Action Steps	Timescale	Evidence of Impact
To devise questionnaires for pupils, staff and parents in order to inform the school of the effectiveness of our Remote Learning at home.	Before spring half term	This will help us to develop our current practice and improve in order to meet all pupils.
We will cross reference the Remote Learning Policy with this checklist to marry the two and thus strengthening impact.	Spring term.	