

Pendragon Primary self-evaluation of school's remote learning offer January 2021

How to use this

Evaluate your remote learning offer against each of the criteria – we've included both tech and non-tech options to allow for different contexts and approaches, so focus on the ones that apply to your school's remote learning offer.

Start with the 'Expected' criteria for each area, and then move on to the 'Exceeding' criteria. Assign a RAG (red, amber or green) rating for each one:

- Green – if you're confident about the criteria and have evidence for it
- Amber – if you're less confident about the criteria and have little evidence for it
- Red – if you're not confident about the criteria and have no evidence for it

Find and assess your evidence:

- Use the 'Where to look for evidence' column to help you find the evidence you need to establish whether you are meeting each criteria
- Use the 'Notes on evidence' column to capture brief notes on what you find, especially any gaps or weaknesses. There's an example highlighted in yellow below
- **Note:** throughout the 'Where to look for evidence' column, we refer to 'remote lesson observations' and 'virtual pupil pursuits'. Learn more and download templates to help you in our article on [tracking the quality of your remote learning](#)
- If you rate any criteria as red or amber, fill in the 'Next steps' column with actions you're going to take to improve in those areas. Look at the criteria and your notes on the evidence to help you come up with actions. There's an example highlighted in yellow below

What's this SEF based on?

The criteria are based on:

- The Department for Education's (DfE's) expectations for remote learning, in its [guidance for full school reopening](#)
- The DfE's [remote education good practice guidance](#)
- The good practice recommendations in the Education Endowment Foundation's (EEF's) [rapid evidence assessment](#)
- Advice from school and trust leaders (see below)

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Many thanks to the following school and trust leaders from EdTech demonstrator schools for helping us write this SEF:

- › **Graham Macaulay**, director of computing and technology for learning at LEO Academy Trust
- › **Sufian Sadiq**, director of teaching school at Chiltern Learning Trust
- › **Sarah Dawkins**, headteacher at Danesfield School

Remote teaching

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
1 Pupils receive meaningful and ambitious assignments each day in different subjects. Remote tasks are as challenging as tasks set in school and the level of work is pitched correctly.	<ul style="list-style-type: none"> • Remote learning policy (if you have one) - sets out this expectation • Teachers' lesson plans on website • lesson observations / protocol for monitoring • Feedback from pupils learning remotely and their parents (e.g. survey results/responses, or phone calls) 	Survey to follow after half term Collation of parental emails		Protocol for remote learning monitoring to be written 20.1.21
2 Teachers teach a planned and well-sequenced curriculum to pupils learning remotely which is: <ul style="list-style-type: none"> • Very similar to the one at school, or 	<ul style="list-style-type: none"> • Long and medium-term curriculum plans • Lesson observations / protocol for monitoring • Pupils' remote work - is similar quality as the work of pupils in school • teachers reviewing feedback from afternoon session where appropriate 			Protocol for remote learning monitoring to be written 20.1.21 Investigate virtual pupil pursuits

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
3 We set clear and reasonable expectations on how regularly teachers will check work and provide feedback, and pupils are clear about these expectations.	<ul style="list-style-type: none"> • Remote learning policy (if you have one) - sets out this expectation • Pupils' work looked at daily • Purple mash work given feedback • Remote lesson observations • Feedback from pupils learning remotely and their parents • Staff feedback - shows these expectations are reasonable and not creating an unmanageable staff workload(staff meeting 25.1.21) 			
4 Teachers plan a remote programme that's of similar length to the core teaching pupils would receive in school.	<ul style="list-style-type: none"> • Remote learning policy (if you have one) - sets out this expectation • Teachers' lesson plans • Lesson observations 	Minimum 3 hours EYFS/KS1 and 4 hours KS2		
5 Teachers are clear about what they're going to teach remotely in each subject and have clear lesson objectives.	<ul style="list-style-type: none"> • Teachers' lesson plans • Resources used by pupils (e.g. PowerPoint slides, videos or activity sheets) - have clear lesson objectives in them 			SLT to look at resources for lesson objectives

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
6 Pupils receive clear, frequent explanations of new content from teachers or through high-quality curriculum resources or videos (e.g. teachers themselves, Oak National Academy or White Rose Maths).	<ul style="list-style-type: none"> Teachers' lesson plans Lesson observations Assignments and curriculum resources - explanations are written down or pre-recorded for pupils to refer back to, re-read or re-watch 			
7 Teachers regularly check how well remote pupils are progressing through the curriculum. If pupils have gaps in their understanding, teachers will re-teach or adapt their remote lessons accordingly.	<ul style="list-style-type: none"> Teachers' lesson plans - include opportunities for checking understanding (e.g. live questioning, quizzes or microsoft Forms) Lesson observations One to one work and small group work addressing misconceptions and EHCP work 			
Exceeding expectations				

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
8 Pupils have daily contact (written, verbal or video) with their class teacher.	<ul style="list-style-type: none"> • Remote learning policy (if you have one) sets out this expectation • Lesson observations and/or virtual pupil pursuits • Teachers' records • Feedback from pupils who are learning remotely and their parents 			<p>Protocol for remote learning monitoring to be written 20.1.21</p> <p>Investigate virtual pupil pursuits</p>
9 Pupils learn the same curriculum at home as in school, even if the way they learn looks different.	<ul style="list-style-type: none"> • Long-term and medium-term curriculum planning - shows that curriculum coverage is the same • Teachers' lesson plans - show how remote pupils will access the curriculum (e.g. via lesson input videos, live-streaming lessons, uploading lesson resources online or sending lesson resources home) • Lesson observations and/or virtual pupil pursuits • Remote pupils' work - is the same as that of pupils in school 			

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
<p>10 Teachers set the same amount of work for pupils learning remotely as for pupils in school, and teachers collect this work from pupils on time.</p> <p>The way pupils complete this work may look different (e.g. pupils may create a PowerPoint rather than give a live presentation to the class.)</p>	<ul style="list-style-type: none"> • Remote learning policy (if you have one) sets out this expectation • Teachers' lesson plans • Lesson observations and/or virtual pupil pursuits • Feedback from pupils learning remotely and their parents 			

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
11 Teachers differentiate tasks to suit pupils' abilities, and pupils know which tasks they are expected to complete. Activities suit each pupil's ability level as much as they would if they were in the classroom.	<p>Teachers' lesson plans – e.g. each lesson comes with a range of activities, such as:</p> <ul style="list-style-type: none"> • A challenge activity for pupils who finish early • Additional support for pupils who may struggle, like spelling banks or visual prompts • Remote lesson observations and/or virtual pupil pursuits • Assignments – there's written instructions for a range of ability levels, e.g. a simplified version with visual prompts • Digital education platform (Purple Mash) – shows that teachers set assignments for specific pupils to match their ability levels, and that pupils complete the right assignments 	<p>Where specific students inability to access class learning is identified, 1:1 and small group sessions are identifying misconceptions. Mathletic packs are being sent home for children working below ARE</p> <p>General additional resources are available</p> <p>Some extension maths activities provided where appropriate</p> <p>Simplified versions with visual prompts being sent home where appropriate</p>		<p>Investigation into whether or not GD mathematicians need to be targeted for further challenge(virtual pupil pursuits)</p> <p>Digital education platform (Purple Mash) – shows that teachers set assignments for specific pupils to match their ability levels, and that pupils complete the right assignments</p> <p>What is the criteria for sending home simplified versions with visual prompts being sent home where appropriate?</p>

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
12 Teachers scaffold pupils' learning by modelling activities and providing support so pupils gradually become independent.	<ul style="list-style-type: none"> Teachers' lesson plans - include e.g. a recorded video of live lesson showing the teacher modelling how to complete an activity, or explaining step-by-step instructions Lesson observations and/or virtual pupil pursuits 			
13 Teachers adapt their pedagogy to suit the unique challenges of remote learning, such as shorter pupil attention spans. Teaching input should be no longer in minutes than a pupil's age + 1.	<ul style="list-style-type: none"> Teachers' lesson plans - show e.g. shorter teaching input times, clearer explanations, exciting learning stimulus and opportunities for active learning Lesson observations and/or virtual pupil pursuits Remote pupil engagement – shows they are active participants in lessons (e.g. asking questions, completing tasks and interacting with content), not passively watching Feedback from pupils – shows they can stay focused on remote lessons and enjoy them 			Protocol for remote learning monitoring to be written 20.1.21 Investigate virtual pupil pursuits

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
<p>14 We support teachers to consider:</p> <ul style="list-style-type: none"> • A variety of approaches to remote learning • Which approaches are best suited to the content they're teaching and pupils' age <p>Teachers are aware of the range of approaches/tools available.</p>	<ul style="list-style-type: none"> • Teacher training – on: <ul style="list-style-type: none"> • Which approaches/tools we use as a school (e.g. learning apps, quizzing tools, eBooks) • How to get the most out of these • Which approaches are best suited in different teaching contexts (e.g. online learning games for vocabulary learning but not for every subject, or self-quizzing to help pupils retain key ideas and knowledge, but not as a replacement for other forms of assessment) • Ongoing teacher support - on where to go for help, and opportunities to observe other teachers who are using different approaches and tools • Virtual pupil pursuits • Lesson observations – followed up with support for teachers who are struggling 			<p>TEAMS training 18.1.21</p> <p>Open hints and tips form on Sharepoint for all to use and update</p> <p>Training to be provided on Microsoft forms</p>

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
15 Teachers support pupils to work independently by explicitly teaching metacognition and self-regulation strategies when pupils are remote and in school.	<ul style="list-style-type: none"> Teachers' lesson plans – show independent tasks (in school and for remote learners), heavily modelling how to complete these independently Lesson observations and/or virtual pupil pursuits – show that staff are prompting pupils to reflect on their work or consider strategies if they get stuck Teacher training - on metacognition and self-regulation strategies (e.g. see the EEF's Metacognition and Self-regulated Learning Guidance Report) Tools and approaches (available on the school website or sent home to pupils) to help remote pupils work independently, like: <ul style="list-style-type: none"> Timetables, including visual timetables for younger pupils Daily plans 			CPD on metacognition to be planned

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
16 Pupils have regular opportunities for peer interactions while learning at home.	<ul style="list-style-type: none"> • Teachers' lesson plans • Lesson observations and/or virtual pupil pursuits -show e.g. group work or peer marking, sharing models of good work, or opportunities for live discussions • Pupils' work – shows collaboration with peers, e.g. a group creates a presentation together using Google Slides • Feedback from remote pupils and their parents – shows pupils feel connected to their peers and part of the class while learning from home 	Mainly teacher led collaboration		Staff training on break out rooms for pupils in TEAMS to enable further collaborative work

Access to resources and technology

Get a list of organisations that can help you access devices for your school, either for free or at a reduced cost, in our article on [alternative methods for providing laptops](#).

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
17 Every household in our school has access to at least 1 tablet or laptop for remote learning. All pupils are able to access remote learning every day.	<ul style="list-style-type: none"> • Calls or questionnaires to families – show that every family has a device that they can use at home (either their own or one that the school has provided) • Digital education platform– engagement data shows that all pupils have logged in remotely(TEAMS and Purple Mash) 			
18 Every pupil has access to printed resources that they can use if they don't have their own device or stable internet connection.	<ul style="list-style-type: none"> • Physical copies of resources (e.g. worksheets or textbooks) are available for pupils learning remotely who are sharing devices or have less access to technology 			

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
19 We've provided disadvantaged pupils with additional resources (e.g. books, calculators and stationery) that they might not have otherwise.	<ul style="list-style-type: none"> Records – show that teachers or TAs: <ul style="list-style-type: none"> Have contacted families of disadvantaged pupils to find out what they need Continue to check in at least once a week to make sure these families have everything they need 			
20 Pupils are encouraged to take regular breaks from on-screen learning, and teachers set off-screen work that develops other skills (e.g. handwriting).	<ul style="list-style-type: none"> Teachers' lesson plans Lesson observations and/or virtual pupil pursuits Remote pupils' work – shows it's not always produced using technology 	Lessons include all curriculum areas and links for PE at home		
21 All teachers and TAs have access to a device and stable internet connection to support pupils with learning throughout the day.	<ul style="list-style-type: none"> Audit on teachers and TAs - shows whether they have the technology they need Records – show that where possible, the school has supplied staff with devices and internet access Digital education platform (if you have one) - engagement data shows that all teachers and TAs have logged on 	More devices on order for peak learning times		

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Exceeding expectations				
22 Every pupil has access to a variety of resources and tools to supplement their learning. E.g. independent reading, learning games (on-screen and off-screen), and resources for involving families in pupils' remote learning.	<ul style="list-style-type: none"> Teachers' lesson plans, pupil pursuits, and/or work scrutinies Feedback from parents and pupils 			Protocol for remote learning monitoring to be written 20.1.21 Investigate virtual pupil pursuits
23 Every pupil has access to their own device at home for remote learning. All pupils have logged on every day when remote.	<ul style="list-style-type: none"> Calls or questionnaires to families - show that every pupil has a device (their own or one that the school has provided) they can use reliably Digital education platform (if you have one) - engagement data shows that all pupils log on every day when working from home 	Every family has access to at least one device All vulnerable families are prioritized and those where children are in KS2		100% of all children have been online with their class at some point in the 1 st 2 weeks of term. 98% attending sessions 2x a day every day Investigate why some families attending school not logging into online lessons on days at home. Additional analysis to follow

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
24 All pupils and parents have access to video tutorials reminding them how to access online learning.	<ul style="list-style-type: none"> • Records – show low number of calls to the school's office, or emails to staff, from families with queries about how to log on • Digital education platform (if you have one): <ul style="list-style-type: none"> • Engagement data shows that all pupils have been able to log on remotely and view resources • Pupils are successfully handing in assignments • If pupils have continuously failed to hand in work, we've called families to make sure they have what they need to use the platform 	<p>Sent home paper resources for guidance</p> <p>Sent home access to video tutorials</p> <p>Week one lessons talked to pupils about how to dos</p> <p>Microsoft TEAMS used for parent consultations in October so parents had already used</p>		

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
25 A teacher or TA in each year group is available throughout the day to answer pupils' questions (through telephone calls, emails, video calls, voice calls, or text chat).	<ul style="list-style-type: none"> • Digital education platform (Purple Mash): <ul style="list-style-type: none"> • Engagement data shows that teachers or TAs have logged on every day • Logs of conversations between staff and pupils • Video conferencing software, like Zoom, Google or Microsoft Teams Chat (if you use these) - records of calls between staff and pupils 	Need to collate evidence of registration and feedback		
26 Every pupil knows how to access remote learning before self-isolating.	<ul style="list-style-type: none"> • Training sessions or tutorials for pupils • School website – has resources to help pupils • Teachers' records – show pupils are accessing remote learning and submitting work as instructed • Digital education platform (Purple Mash) - engagement data shows that all pupils have logged in remotely 	Clear messages shared with parents about remote learning before current lockdown.(see policy) Lockdown offer different – see Remote learning policy appendix		

Safeguarding

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
27 Pupils are aware of online safety and know how to stay safe.	<ul style="list-style-type: none"> Teachers' lesson plans – show they teach an online safety lesson to their class each term Virtual pupil pursuits Lesson observations - show that teachers are reminding pupils of online safety principles 	Home school agreement sent out AUP on website ACE materials will be used where appropriate		Investigate virtual pupil pursuits
28 Parents know how to keep their children safe when learning online.	<ul style="list-style-type: none"> Communications with parents (e.g. email) – shows we've shared online safety materials School website – contains online safety materials (e.g. in a "remote learning" section) Check-in calls with, or emails to, families where pupils are learning from home - show they've received and understood online safety resources Digital education platform (Purple MASH – pupils and parents can access platform-specific online safety materials) 	Home school agreement sent out AUP on website ACE materials will be used where appropriate		

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
29 Staff are aware of online safety when running live lessons or recording video lessons.	<ul style="list-style-type: none"> • Staff briefings – have covered the potential risks of recording video lessons (e.g. pupils or parents sharing video lessons or screenshots on social media maliciously) • Feedback from staff surveys – shows staff know how to protect themselves online 			Staff survey about online safety needed
30 The features and permission settings of our digital education platform (if we have one) are in line with our behaviour, safeguarding, and online safety policies.	<ul style="list-style-type: none"> • Remote learning policy (if you have one), online safety policy and/or safeguarding policy • Records from the designated safeguarding lead (or online safety lead) – show they've reviewed all features available to pupils and limited them as necessary • Records - show we've reviewed pupil permissions once a month and made adjustments to reduce the risk of safeguarding incidents 			

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
31 We've decided on procedures for 1-to-1 contact between pupils and staff, and staff members are clear about their responsibilities.	<ul style="list-style-type: none"> • Addendum to safeguarding or remote learning policy (if you have one) - sets expectations and responsibilities for staff • Remote observations, virtual pupil pursuits, text chat logs, or recordings of video calls • 1-to-1 meetings between line managers and staff 	AUP Home school agreement Safeguarding policy Remote learning policy Reminders to TAs working 1:1 with a child remotely		
Exceeding expectations				
32 All teachers have a suitable environment at home and in the classroom to broadcast live lessons and record video lessons. E.g. a neutral background that doesn't reveal anything about their home life.	<ul style="list-style-type: none"> • Recorded live lessons and videos • Availability of support for teachers • Records - show each teacher conducted a test call before recording or broadcasting to pupils • Positive feedback from parents about video lessons 	Reminder to staff if they have to work at home about keeping themselves safe (RL policy)		

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
33 Devices that we've supplied to pupils include e-safety software which tracks the websites that pupils visit and blocks inappropriate content.	<ul style="list-style-type: none"> • Logs - show tests were conducted on a sample of devices before pupils received them • Logs of pupil web activity – show they've been blocked from accessing inappropriate content • Feedback from parents - show everything is working as intended 			<p>Need to be able to clear devices when returned to school</p> <p>How to access Logs of pupil web activity – show they've been blocked from accessing inappropriate content</p> <p>Feedback from parents before half term</p>

To find out more about how to build safeguarding into your remote learning set-up, have a look at our article [Remote learning: safeguarding pupils and staff](#).

Supporting families

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
34 All parents understand: <ul style="list-style-type: none"> • What their children will learn, and what's expected from pupils and families • What will happen if pupils/parents don't meet these expectations • The support they can receive 	<ul style="list-style-type: none"> • Home-school agreement – shows parents have understood • Remote learning policy – is accessible to parents 	Website resources and school newsletter		

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
35 Parents have everything they need to support their child's learning.	<ul style="list-style-type: none"> • Home-school communication – shows: <ul style="list-style-type: none"> • Staff have reached out to families on the first day of remote learning • Members of the senior leadership team have called parents to make sure staff have offered support during remote learning • Logs of parents' requests – show staff have, where possible, fulfilled requests for support (e.g. for devices or internet access) • Positive feedback from parents 			Parental feedback to be collected
36 Parents of disadvantaged pupils, and parents of pupils with English as an additional language (EAL), have the tools they need to support their children with home learning. E.g. instructions of how to log into the digital education platform or access work on the website, ideas of how to create a structured day and a calm environment to work in.	<ul style="list-style-type: none"> • The availability of clear instructions for parents and translations where possible • Logs – show staff have contacted parents to make sure they have what they need, and continue to do so 			

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Exceeding expectations				
37 Parents have access to tutorials or resources so they can help their child access remote learning.	<ul style="list-style-type: none"> • Videos, presentations, or remote training sessions - outline how parents can help their child access remote learning • Low number of calls or emails from parents with queries about accessibility • Instructions to help parents support their child to access the digital education platform (if you have one) 			

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
38 Parents know how to create a learning environment suitable for their child and can support their child's learning.	<ul style="list-style-type: none"> • Home-school communication – shows the school has shared advice with parents on: <ul style="list-style-type: none"> • How to make the home a more suitable environment for learning, e.g. creating a calm, quiet space • How to help their child to structure their day and work independently, e.g. timetables and checklists (for KS2 pupils) • Additional learning resources and activities that they can complete with their child • Positive feedback from pupils and parents 	Home school agreement		

To find out more about how to support disadvantaged parents and parents of pupils with EAL with remote learning, have a look at our articles [Remote learning: how to keep pupils with EAL on track](#) and [Remote learning: how to support disadvantaged pupils](#).

Provision for pupils with special educational needs and/or disabilities (SEND)

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
39 We've made reasonable adjustments to all our remote learning resources to suit pupils' individual needs.	<ul style="list-style-type: none"> Teacher awareness of what pupils with SEND in their class(es) need for remote learning (e.g. that resources are printed on buff paper for dyslexic pupils) Virtual pupil pursuits with pupils with SEND Teachers' lesson plans 			
40 We've sent home any physical resources pupils need that help them with learning.	<ul style="list-style-type: none"> Teachers or SENCO have sent home these resources (e.g. timetable strips, pencil grips, vocabulary charts, writing slopes, spell checkers, maths manipulatives and fidget toys) Positive feedback from parents and pupils with SEND 			

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
41 Parents of pupils with SEND feel reassured and confident supporting their child's remote learning. Parents know who they can ask for help or talk to if things aren't working.	<ul style="list-style-type: none"> • SENCO is in contact with all pupils with SEND (or their parents) at least twice a week to support their learning • Positive feedback from parents of pupils with SEND before, during, and after their period of learning remotely • Digital education platform (if you have one) – shows low number of queries sent to staff from parents of pupils with SEND, asking about accessibility features 			Parental feedback to be collated
Exceeding expectations				
42 Pupils with SEND receive the same level of support that they would receive in the classroom, e.g. therapies, 1-to-1 support from TAs, regular contact, and support to create regular routines.	<ul style="list-style-type: none"> • SENCO and staff have explored and implemented ways to continue each pupil's support structure (e.g. conducting 1-to-1 support on video calls) 	<p>Where possible EHCP objectives to be met</p> <p>Where specialist teachers still working ,lessons shared with pupils eg S&L, Blue Smile</p>		

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
43 If we're using a digital education platform, our teachers, TAs, and SENCO are familiar with its accessibility features, so they can support pupils with SEND to use the platform.	<ul style="list-style-type: none"> • Use of features – Microsoft accessibility features such as picture dictionary and text to speech, or accessibility features • Staff have shared instructions on accessibility features, or shown pupils how to use them • Check-ins with teachers and TAs working with pupils with SEND - show that staff understand these features • Positive feedback from pupils and parents of pupils with SEND 			
44 We've adapted resources for pupils with SEND in ways that avoid increasing teacher workload.	<ul style="list-style-type: none"> • Teachers' lesson plans – show they've made resources that can either be easily edited to suit each pupil with SEND, or are universally accessible • Positive feedback from pupils and parents of pupils with SEND • Positive feedback from staff that their workload is manageable 			

To find out more about how to support these pupils, have a look at our article [Remote learning: how to support pupils with SEND](#).

Staff workload

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
45 When staff are teaching some pupils remotely and some in school, we don't expect them to spend as much time on other tasks if they don't feel these are making a difference to the quality of teaching or learning.	<ul style="list-style-type: none"> Feedback from staff surveys - show that they: <ul style="list-style-type: none"> Don't feel overburdened with tasks Are leaving school, or logging off, at a reasonable time Remote learning policy (if you have one) - sets out these expectations 			
46 Staff know who to go to if they're having problems with workload or wellbeing, related to remote learning.	<ul style="list-style-type: none"> Remote learning policy (if you have one) - sets out these expectations Feedback from staff surveys 			
47 Staff have the technology they need to do what we expect of them, and they have access to reliable IT support. Staff know who to go to if they're having IT issues that are adding to their workload.	<ul style="list-style-type: none"> Remote learning policy (if you have one) - sets out these expectations Teacher training – sets out how to use the technology Feedback from staff 	TEAMS training 18.1.21 SLT well being checks		

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
48 Staff feel equipped to adapt existing lesson plans for remote learning (rather than creating brand new resources and plans).	<ul style="list-style-type: none"> Teachers' lesson plans Positive feedback from staff surveys and 1-to-1 meetings 	Staff working very hard, time to prepare given in school time in addition to PPA		
49 Staff share resources and point each other towards useful material where appropriate, to help reduce workload.	<ul style="list-style-type: none"> Teachers' lesson plans Positive feedback from staff surveys and 1-to-1 meetings 			
50 We've set expectations on how long staff should spend on each activity, and have made these expectations clear to pupils and parents, too. E.g. to minimise workload, staff should record a video in a single take rather than re-record it, even if it means there might be some mistakes.	<ul style="list-style-type: none"> Remote learning policy (if you have one) – sets out these expectations for whole day timings Positive feedback from staff surveys and in 1-to-1 meetings 			Staff survey needed
Exceeding expectations				

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
51 Staff use technology effectively to manage their workload.	<ul style="list-style-type: none"> • Staff training/CPD - on efficient use of technology (e.g. using voice notes instead of written feedback, or self-marking Microsoft Forms to save time) • Lesson observations and/or virtual pupil pursuits • Ongoing teacher support – provides opportunities to observe other teachers who are doing this well 			
52 When staff are teaching pupils remotely and in school (or planning for this eventuality) we significantly reduce their other responsibilities,	<ul style="list-style-type: none"> • Feedback from staff - shows they have enough time to plan and manage the demands of in-school and remote teaching • Staff are leaving school or logging off at a reasonable time • Remote learning policy (if you have one) - sets out these expectations 			Staff survey needed

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
53 Every staff member has a partner (or is part of a team within their year group or phase), with whom they share resources or divide responsibilities, e.g. one teacher in a pair records videos, while the other prepares resources and marks work.	<ul style="list-style-type: none"> • Remote learning policy (if you have one) - sets out these expectations • Teachers' lesson plans • Feedback from staff – shows that they're part of a collaborative pair or team 			Staff survey needed