

Strategic Self-Review for Remote and Hybrid Learning

Statement	Best Practice Points	Self-Review*					Suggested Bett suppliers	Steps to take
Leadership								
L1- My school uses high-quality online and offline teaching resources which are linked to our curriculum** expectations.	<ol style="list-style-type: none"> 1. My teaching and learning body can access online resources that are fitting to their subject and year group needs. 2. Physical learning material available is appropriate to curriculum requirements. 3. My school leaders are able to monitor provision and quality assure the resources being used 	1	2	3	4	5		
L2 - My school has a policy in place to ensure the wellbeing of both pupils and staff.	<ol style="list-style-type: none"> 1. When devising a contingency and recovery plan my school has considered the wellbeing needs of teachers and pupils 2. Staff have a regular forum at which to raise reasonable concerns for their own wellbeing and that of others 3. Pupils are equipped with the resources and knowledge to recognise the pastoral challenges of remote learning and raise concerns where necessary 							
L3- My teaching and support staff are well trained in the use of online platforms and resources.	<ol style="list-style-type: none"> 1. My school has a plan in place to ensure that staff are well trained 2. My school has a long-term CPD plan to make sure that staff are 	1	2	3	4	5		

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	making the best use of learning technologies						
L4- My school enables teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.	<ol style="list-style-type: none"> 1. My teachers are effective in sharing success criteria/expectations with pupils and have the tools and time to offer feedback and next steps. 2. My teaching staff can monitor pupils' engagement and behaviour, taking appropriate steps where needed 3. My school has planned a remote programme based on the core teaching pupils would receive in school. 	1	2	3	4	5	
Safeguarding							
S1- My school has a secure online learning platform that ensures student and staff safety	<ol style="list-style-type: none"> 1. My school has a remote learning safeguarding policy, including an agreed protocol for use of online video conferencing platforms 2. All online teaching platforms have been approved and have tested by the school SLT and IT department 3. All online platforms can only be accessed by a pupils and staff with personalised logins and parental approval 	1	2	3	4	5	

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<p>S2- My DSL and DDSL have updated the safeguarding policy to facilitate and acknowledge the risk factors of online learning</p>	<ol style="list-style-type: none"> 1. My school’s safeguarding policy clearly outlines the measures and steps taken to ensure safe online learning 2. My school’s SLT and governing body have approved the new updates to the safeguarding policy 3. MY DPO has ensured that the remote platforms are in line with GDPR regulations 4. School staff and pupils have been fully briefed on new changes to the safeguarding policy 	1	2	3	4	5		
<p>S3- My teaching staff know the correct protocol to follow should any safeguarding violations be brought to their attention</p>	<ol style="list-style-type: none"> 1. Staff understand the individual set-up of each pupils’ home learning environment 2. Staff keep a log of any safeguarding breaches and follow through with correct procedures to ensure student safety 3. Staff are aware of SEND pupils and pupils with CP needs and additional measures and know how best to remotely manage complex safeguarding matters 	1	2	3	4	5		

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<p>T1 - My school has a strategy in place for pupils who may not be able to access remote education without adult support.</p>	<ol style="list-style-type: none"> 1. Pupils have the option to access technology and internet access from school for the duration of self-isolation 2. Physical resources are available for pupils to take home where necessary 3. Our teachers understand what additional support is available for pupils with specific educational needs during home learning and when to deploy it 	1	2	3	4	5		
<p>T2 - My school works with families to deliver a broad and ambitious curriculum</p>	<ol style="list-style-type: none"> 1. Parents and carers understand how they can support the learning from home process 2. Parents and carers have access to my school's remote learning policy and know where to ask questions 3. My school's remote learning policy highlights the needs of pupils at different key stages and with different learning needs 	1	2	3	4	5		
<p>T3 - Our teachers provide learners with purposeful work each day across the curriculum.</p>	<ol style="list-style-type: none"> 1. Our teachers work from a planned and well-sequenced curriculum 2. Teachers are able to assess levels of engagement across the pupil population and can put measures in place for pupils who are hard to reach 3. My school has considered how in-school teaching could be 	1	2	3	4	5		

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	adapted to support remote learning to allow for engaging theoretical and practical teaching							
T4 - Our teachers are clear about what is intended to be taught and practiced in each subject.	<ol style="list-style-type: none"> 1. Our teachers provide frequent, clear explanations of new content, whether online or in school 2. Our teachers are able to adapt their subjects in order to fit a remote learning setting 3. Our teachers have access to a sufficiently broad collection of subject-specific resources to share with pupils 	1	2	3	4	5		
T5 - Our teachers are able to deliver high quality teaching remotely with the technical support provided	<ol style="list-style-type: none"> 1. All teachers have access to the appropriate software and hardware and reliable tech support in order to teach effectively from home 2. Our teachers have access to online and offline teaching resources 3. Our teachers are trained to ensure that they can handle the technology associated with remote learning 	1	2	3	4	5		
Assessment								
A1 - My school uses tests and appropriate tasks to gauge how well pupils are progressing.	<ol style="list-style-type: none"> 1. Our teachers have an appropriate understanding of how to authentically assess pupils in remote settings 2. Our teachers are able to adopt pedagogical solutions that are 	1	2	3	4	5		

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	<p>personalised to pupils who may be in need of additional support</p> <p>3. Our teachers are able to set work that is released to pupils on a regular basis according to their usual timetable</p>						
A2 - My school has clear expectations on how teachers will check work and give feedback.	<p>1. My school has adapted its marking and feedback policy for remote learning for teachers and pupils</p> <p>2. Teachers and pupils alike are able to adopt a collaborative approach to remote learning that permits ongoing guidance and feedback</p> <p>3. Our teachers are able to share success criteria and expectations with pupils and have the tools and time to offer feedback and next steps</p>	1	2	3	4	5	
A3 - Our teachers use online tools which are consistent across the school and allow interaction, assessment and feedback.	<p>1. All teachers use appropriate tools for learner needs across subjects and phases</p> <p>2. Our teachers are able to highlight if a pupil is not completing their schoolwork or their standard of work has noticeably decreased and provide support</p> <p>3. Pupils know how to access support</p>	1	2	3	4	5	

*Where, for example, 1 is poor, 2 is needs improvement, 3 is satisfactory, 4 is good and 5 is excellent.

**In this document, 'curriculum' refers to all K12 curriculums worldwide and the best practice points should be widely applicable.