

### Strategic Self-Review for Remote and Hybrid Learning

Statement	Best Practice Points	Self-Review*					Suggested Bett suppliers	Steps to take
<b>Leadership</b>								
L1- My school uses high-quality online and offline teaching resources which are linked to our curriculum** expectations.	<ol style="list-style-type: none"> <li>1. My teaching and learning body can access online resources that are fitting to their subject and year group needs.</li> <li>2. Physical learning material available is appropriate to curriculum requirements.</li> <li>3. My school leaders are able to monitor provision and quality assure the resources being used</li> </ol>	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"> <li>1. When devising a contingency and recovery plan my school has considered the wellbeing needs of teachers and pupils</li> <li>2. Staff have a regular forum at which to raise reasonable concerns for their own wellbeing and that of others</li> <li>3. Pupils are equipped with the resources and knowledge to recognise the pastoral challenges of remote learning and raise concerns where necessary</li> </ol>							
L3- My teaching and support staff are well trained in the use of online platforms and resources.	<ol style="list-style-type: none"> <li>1. My school has a plan in place to ensure that staff are well trained</li> <li>2. My school has a long-term CPD plan to make sure that staff are</li> </ol>	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"> <li>1. My teachers are effective in sharing success criteria/expectations with pupils and have the tools and time to offer feedback and next steps.</li> <li>2. My teaching staff can monitor pupils' engagement and behaviour, taking appropriate steps where needed</li> <li>3. My school has planned a remote programme based on the core teaching pupils would receive in school.</li> </ol>	1	2	3	4	5		
<b>Safeguarding</b>								
S1- My school has a secure online learning platform that ensures student and staff safety	<ol style="list-style-type: none"> <li>1. My school has a remote learning safeguarding policy, including an agreed protocol for use of online video conferencing platforms</li> <li>2. All online teaching platforms have been approved and have tested by the school SLT and IT department</li> <li>3. All online platforms can only be accessed by a pupils and staff with personalised logins and parental approval</li> </ol>	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"> <li>1. My school's safeguarding policy clearly outlines the measures and steps taken to ensure safe online learning</li> <li>2. My school's SLT and governing body have approved the new updates to the safeguarding policy</li> <li>3. MY DPO has ensured that the remote platforms are in line with GDPR regulations</li> <li>4. School staff and pupils have been fully briefed on new changes to the safeguarding policy</li> </ol>	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"> <li>1. Staff understand the individual set-up of each pupils' home learning environment</li> <li>2. Staff keep a log of any safeguarding breaches and follow through with correct procedures to ensure student safety</li> <li>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</li> </ol>	1	2	3	4	5			
<p>Teaching &amp; Learning</p>									

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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"> <li>1. Pupils have the option to access technology and internet access from school for the duration of self-isolation</li> <li>2. Physical resources are available for pupils to take home where necessary</li> <li>3. Our teachers understand what additional support is available for pupils with specific educational needs during home learning and when to deploy it</li> </ol>	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"> <li>1. Parents and carers understand how they can support the learning from home process</li> <li>2. Parents and carers have access to my school's remote learning policy and know where to ask questions</li> <li>3. My school's remote learning policy highlights the needs of pupils at different key stages and with different learning needs</li> </ol>	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"> <li>1. Our teachers work from a planned and well-sequenced curriculum</li> <li>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</li> <li>3. My school has considered how in-school teaching could be</li> </ol>	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"> <li>1. Our teachers provide frequent, clear explanations of new content, whether online or in school</li> <li>2. Our teachers are able to adapt their subjects in order to fit a remote learning setting</li> <li>3. Our teachers have access to a sufficiently broad collection of subject-specific resources to share with pupils</li> </ol>	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"> <li>1. All teachers have access to the appropriate software and hardware and reliable tech support in order to teach effectively from home</li> <li>2. Our teachers have access to online and offline teaching resources</li> <li>3. Our teachers are trained to ensure that they can handle the technology associated with remote learning</li> </ol>	1	2	3	4	5		
<b>Assessment</b>								
A1 - My school uses tests and appropriate tasks to gauge how well pupils are progressing.	<ol style="list-style-type: none"> <li>1. Our teachers have an appropriate understanding of how to authentically assess pupils in remote settings</li> <li>2. Our teachers are able to adopt pedagogical solutions that are</li> </ol>	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.