

Challenge Checklist – Remote Learning Quality of Education

School: Appleton Wiske

Name: Neil Clark

Date of remote visit: 10/02/2021

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
Compliance	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.		Used Teams in first lockdown – for feedback and lessons – Very effective. Evaluations have added in live lessons All IT in place and effective
	2	Information about the remote offer is displayed on the school website (note this is to be done by 25 Jan 2021).		All in place on website – will use optional template to cross reference
	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.		Small school so staff know pupils and families well and have adapted to suit needs – use of blended approach to meet individual needs.

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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.		See above – blended approach includes physical work packs.
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.		Governors are monitoring and supporting this.
	6	A dedicated senior leader has been identified who will have an over- sight of the management and quality of remote learning.		HT is the remote learning lead.
	7	Remote education plan 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.		School is providing excess of the daily hours. Maths and English are delivered through live lessons daily – lessons have an input, then have independent time and then teacher gives feedback through small inputs or individual comments. All learning and packs are differentiated. Weekly live lessons in science and geography. Class three continuing with NYCC music input. The Long Term Curriculum plan is being followed. All other subjects are delivered through links to learning resources.
	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		Registers are taken for every live session. High uptake. HT monitors this and contacts parents of pupils who are not engaging.
Communication & Organisation	9	School has communicated to parents the procedure of how home learning will be provided. Ongoing communications of expectations to parents.		Remote education contingency plan on website, communication regularly via email and survey to gain parental voice. Excellent comments.
	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?		Every parent has the email address, majority are okay however teachers support parents as necessary. Relationships are strong.
	11	The following delivery methods have been researched and reviewed as part of school's strategy for learning and wellbeing: <i>Tick which ones the school is operating</i>		
		A. Directed use of differentiated paper-based packs including tailored advice and guidance for pupils/parents	Yes	Teachers direct pupils to use of physical paper packs and links.
		B. Directed and tailored use of existing on-line education programmes	Yes	Mathletics, Readwriter, Reading Eggs, Reading Eggspress, Purple Mash, Digimaps
		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	Yes	For feedback and interventions
	F Live lesson delivery via remote platform	Yes	Via Teams – see above	
	G A mixture of both live, recorded & paper-based lessons	Yes	Not recorded – paper and live	

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	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)	See above, staff meetings, governor meetings, parental feedback and HT oversight.
	13	School community events 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.	All lessons are live lessons so regular daily interactions. Weekly whole school assemblies – celebration assemblies and team point trophies – certificates posted out. Whole school competitions School council meetings Continuation of interventions - SEND
	14	Data management The school has appropriate data management systems in place, which comply with the General Data Protection Regulation (GDPR).	Yes in place
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.	E-safety policy for all staff and parents On line behaviour code for pupils and parents Standing item on staff meeting agendas and governor meetings. Clear communication streams to DSL. All policies and procedures have been updated.
	16	The change in workload for staff who are having to teach remotely has been considered and strategies in place to support well-being	Staff are working hard however the HT has considered workload and well-being. Support staff are supervising the pupils in school who are accessing the teaching for all the pupils. WB is a standard staff meeting agenda item
	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.	Staff have been really responsive to the changes to remote education and have supported each other to develop their skills. Staff have had previous training with on-line resources such as Purple Mash.
	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.	See above
	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.	Yes follow the policy and procedures in place (see above)
	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.	National Children's Mental Health Week – activities shared to support this. Regular assemblies and live lessons. Also regular support calls to parents each week for identified vulnerable pupils inc. SEND, PP etc.

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	21	There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.		Online behaviour code, clear reporting procedures, clear lines of communication.
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.		See above – personalised approach
	23	<p>Home environment</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"> • understanding their strengths and weaknesses to improve their learning • how to learn from home 		<p>School has supported families and provided a personalised and blended approach</p> <p>School has provided support re digital devices and access.</p> <p>The school provides parents with advice and support where necessary</p> <p>The teachers, through daily live lessons, give regular and clear feedback either in small groups or individual comments.</p>
	24	<p>Supporting children with additional needs</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>		<p>Pupils with EHCPs are in school. Pupils are following the EHCP targets and provision to the school’s best endeavours this includes for one child access to the therapy outlined in the plan. Where SEND pupils would benefit from working in school a place is provided.</p> <p>Other SEND pupils continue to access high quality first teaching, differentiated resources, interventions, small groups and individual feedback.</p> <p>One pupils is receiving additional Ed. Psych time to support their needs.</p> <p>Regular communication with parents.</p>
	25	<p>Supporting vulnerable students</p> <p>The school is prioritising vulnerable students to address any barriers facing them regarding remote learning.</p>		As above
	26	<p>Monitoring engagement</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>		<p>As above - registers, communication, HT monitoring, follow up phone calls</p> <p>Pupil engagement is high</p>
	27	<p>Laptops, tablets and internet access</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>		All limitations have been mitigated against by the school’s personalised approach.

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	28	Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.		To consider best practice and alternative technologies for additional support. Dfe webinar links & EdTech Demonstrator programme
Roles & responsibilities	29	Staff are confident in planning and delivering remote learning from home and know where to seek support.		See above
	30	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 <i>different scenarios</i> .		See above
	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.		See above
	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"> amount of screen time expected activities that motivate and engage children 		See above Also promoting off screen learning and HWB
	32	Strategic partnerships 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 EdTech Demonstrator Programme and curriculum hubs.		Staff are sharing in school good practice. Swaledale HTs share good practice. Consider use of EdTech Demonstrator Programme (as above)
	34	Staff capability 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		Yes in place
	35	Staff are clear how much learning provided will be new and how much is consolidation.		As in line with usual long term plan and quality first teaching practice and ongoing assessment.
	36	Pupils are clear about the daily expectations, where and how to access help.		See above Teachers and pupils in regular contact and communication streams established.
	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		See above Individual and group feedback
	38	Support for NQTs and RQTs is continuous throughout remote education periods.	N/A	

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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.		As above
	40	The school has a system in place to support remote education, using curriculum-aligned, resources.		See above
Feedback & evaluations	41	<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.</p>		<p>See above</p> <p>HT to consider use of high impact low threat assessment such as quizzes.</p>
Governors	42	<p>Governors are kept up to date with school's delivery of remote learning.</p> <p>Use of Governor monitoring in effectively challenging leadership of the school.</p>		<p>See above</p> <p>Regular governor meetings and visits continuing remotely.</p> <p>Consider using the Governors Monitoring of Remote Education – monitoring support tool.</p>

Action steps	Timescale	Evidence of impact
Use optional template to cross reference website compliance	February 2021	
To consider best practice and alternative technologies to provide additional support for SEND & vulnerable learners. (Dfe webinar links & EdTech Demonstrator programme)	March 2021	
HT to consider use of high impact low threat assessment such as quizzes.	February 2021	
Consider using the Governors Monitoring of Remote Education – monitoring support tool.	February 2021	