Bedelsford School
Remote Learning Offer

Leadership

Criteria	Evidence	rag	Next steps
Governors, staff, parents and carers have regular opportunities for input about our approach to remote learning.	Home-school communication shows: • Staff regularly make contact with parents, evidence by weekly call log; • Parents communicate positively about their child's learning from home, evidenced by email correspondence; • Meetings with governors – show they are in the loop about your school's approach. They ask about your strategic priorities rather than operational approach, evidenced by Governor reports.		
We regularly review and act on information updates to help us respond to changing contexts.	• SLT response to changes in staffing, sickness levels and pupil support – shows we are proactively adapting and refining our approach to fit with the school's implementation of home learning.		

Remote teaching

Pupils have daily contact (written, verbal or video) with at least 1 teacher.	• Introduction of Remote Learning Policy sets out this expectation. • Lesson or sessions observations and virtual pupil participation in sessions. • Teachers' Home – School Learning Logs. • Feedback from families whose pupils are learning remotely and their parents – evidenced by record of call logs. • Remote Learning Policy in place		
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. 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.)	• Remote learning policy sets out this expectation • Teachers' lesson plans • Lesson observations and/or virtual pupil pursuits • Feedback from pupils learning remotely and their parents • Teachers follow expectations set out in Remote Learning Policy		

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.	• Teachers planning for Home School Individual Learning Support shows a range of activities, such as: • A challenge activity for the individual pupil's needs; • Additional multi-sensory support for pupils who follow the pre-formal curriculum, including sensory resources and visual prompts; • Remote lesson observations and/or virtual pupil activities. • There are written instructions for to support the families to help meet the needs of their children, including a planning sheet. • Digital education platforms such as Google Classroom and Youtune Channel– show that teachers set activities for specific pupils to match their ability levels, and that pupils access the appropriate online learning activity.		
Teachers scaffold pupils' learning by modelling activities and providing support so pupils gradually become independent.	• Teachers' lesson plans - include e.g. a pre-recorded video showing the teacher modelling how to complete an activity, or explaining step-by-step instructions • Lesson observations and/or virtual pupil activities.		
Teachers adapt their pedagogy to suit the unique challenges of remote learning, such as various pupil attention spans.	• Lesson observations and/or virtual pupil activities. • Tim and Carmen remote pupil engagement – show they are active participants in lessons (e.g. participating in the activities and interacting with content. • Feedback from families – shows their children can stay focused on remote lessons and enjoy them		
We support teachers to consider: •A variety of approaches to remote learning •Which approaches are best suited to the content they're teaching and pupils' age Teachers are aware of the range of approaches/tools available.	• Teacher training and 'How to…' guides – on: • Which approaches/tools we use as a school (e.g. Youtube Channel, Zoom, website links or website links, eBooks and son on) • Which approaches are best suited in different teaching contexts (e.g.Google Classroom Teams meeting platform for online teaching activities or YouTube channel for pre-recorded activities.)		

	• Ongoing teacher support from OHCAT- on where to go for help, and opportunities to observe other teachers who are using different approaches and tools • Lesson observations – followed up with support for teachers who are struggling	
Teachers support pupils to work independently by explicitly teaching metacognition and self-regulation strategies when pupils are remote and in school.	• Teachers' lesson plans – show independent tasks (in school and for remote learners), heavily modelling how to complete these independently, e.g., examples available from Quartz Class, • Lesson observations and/or virtual pupil activities– show that staff are prompting pupils and their families to reflect on their children's work or to consider strategies if work is proving too difficult. • Tools and approaches to help remote pupils work independently, such as: • Use of iPads or adapted laptops, eyegaze or timetables, including visual timetables.	
Pupils have regular opportunities for peer interactions while learning at home.	• Teachers' Home School Individual Learning plans show times when the online sessions are taking places across each day and week. • Lesson observations and/or virtual pupil activities-show e.g. group work or peer marking, sharing models of good work, or opportunities for live discussions • Feedback from remote pupils and their parents – shows pupils feel connected to their peers and part of the class while learning from home, evidenced by email and call log correspondence.	

Access to resources and technology

Every pupil has access to a variety of resources and tools to supplement their learning resources for involving families in pupils' remote learning.	- Teachers' lesson plans and Tim and Carmen sessions - Feedback from parents and pupils		
All pupils have logged on every day when remote.	- Calls to families - show whether pupils have a device (their own or one that the school has provided) so they can use reliably. - Pupils without access at home have been given a device.		
All pupils and parents have access to video tutorials reminding them how to access online learning.	- Records – show low number of calls to the school's office, or emails to staff, from families with queries about how to log on. - Engagement data shows that all pupils have been able to log on remotely and view resources. - Pupils are successfully accessing remote sessions. - If pupils have continuously failed to access remote sessions, we've called families to make sure they have what they need to use the platform.		
A teacher is available throughout the day to answer pupils' questions (through video calls or voice calls).	- Logs of conversations between staff and pupils are recorded on the class logs - Video conferencing software, like Zoom, Google or Microsoft Teams Chat – records the calls between staff and pupils and these are saved on the server.		
Every pupil knows how to access remote learning before self-isolating (during the national lockdown this would apply to pupils who are still attending school).	- Training sessions or tutorials for pupils, as needed. - Teachers' records – show pupils are accessing remote learning and submitting work as instructed - Digital education platform - engagement data shows that all pupils have logged in remotely		School website has resources to help pupils to log on virtually to various conferencing software, e.g., zoom, Google Team Meets.

Safeguarding

All teachers have a suitable environment at home and in the classroom to broadcast live lessons and record video	- Recorded live lessons and videos - Availability of support for teachers - Records - show each teacher conducted a test call before recording or broadcasting to pupils		

lessons, e.g. a neutral background that doesn't reveal anything about their home life.	• Positive feedback from parents about video lessons	■	
Devices that we've supplied to pupils include e-safety software which tracks the websites that pupils visit and blocks inappropriate content.	• Logs of pupil web activity – show they've been blocked from accessing inappropriate content • Feedback from parents - show everything is working as intended	■	Logs - show tests were conducted on a sample of devices before pupils received them
Supporting Families			
Parents have access to tutorials or resources so they can help their child access remote learning.	• 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	■	
Parents know how to create a learning environment suitable for their child and can support their child's learning.	• Home-school communication – shows the school has shared advice with parents on: • 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. • Additional learning resources and activities that they can complete with their child • Positive feedback from pupils and parents	■	
Pupils 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.	• Staff has explored and implemented ways to continue each pupil's support structure (e.g. conducting 1-to-1 support on video calls), this includes the therapy teams.	■	
Our staff team are familiar with our digital education platform's accessibility features, so they can support pupils to use it.	• Adapted features enabled with the support of the therapy provision. • Staff have shared instructions on accessibility features, or shown pupils how to use them	■	

	• Check-ins with teachers and TAs working with pupils show that staff understand these features • Positive feedback from pupils and parents of pupils with SEND	■	
We've adapted resources for pupils in ways that avoid increasing teacher workload.	• 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	■	

Staff Workload

Staff use technology effectively to manage their workload.	• Staff training/CPD and How to… guides - on efficient use of technology • Ongoing teacher support – provides opportunities to observe other teachers who are doing this well	■	
When staff are teaching pupils remotely and in school we significantly reduce their other responsibilities, e.g. running clubs, middle leadership responsibilities, or give them additional time out of class to do this.	• 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 • Allocated Wellbeing time for staff each week.	■	
Every staff member has a shared planning folder where they store and share resources	• Teachers' lesson plans • Feedback from staff – shows that they're part of a collaborative pair or team	■	Remote learning policy - sets out these expectations
We're sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks.	• Feedback from staff – shows that they're proactive in sharing best practice examples • Ongoing Staff training/CPD opportunities	■	