Remote Learning Strategy

January 2021

Section 1: Context

The National Picture

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DFE expects schools to be able to offer them immediate access to remote education. This means an education that is provided for pupils whilst they are at home, through online or other means.

Whilst the DFE have published clear expectations for schools to provide remote learning, it was also noted by OFSTED in their findings from visits to schools in September 2020 that this poses significant challenges for schools. It was recognised there is much work still to do before schools are in a secure position to deliver remote education that matches the quality of the curriculum that would be taught in school.

Replicating the Classroom Remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting understanding and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

The Enquire Learning trust Remote Learning Strategy has been developed based on guidance from the DFE and associated guidance from the Education Endowment Foundation. Account has also been taken of learning that has come from discussion and liaison with other large Trusts about their approaches to remote learning. It has also been informed by NEU guidance on blended learning, including implications for staff workload.

Section 2: ELT Remote Learning Strategy

Rationale and Aims of the Strategy

As a Trust, we are committed to provide our pupils with exceptional opportunities for learning. Whilst recognising the significant challenges of the current context, the Trust's remote learning strategy is driven by the following key aims:

- To effectively secure a high quality education for pupils
- To ensure all pupils are able to access learning
- To support teacher confidence and workload

We recognise there are a number of practical challenges that will need to be overcome, particularly at the early stages of implementation, as schools adjust to a dramatically different approach to educating primary age pupils in a very challenging national context. We also want to make sure we are making the most of any existing good practice within our schools. This is why our approach is driven by the importance of professional development and support at all levels, so that staff gain the knowledge, confidence and skills that will help them to deliver remote education effectively.

However, we are also ambitious for our pupils and the intention of this strategy is to broaden and develop pedagogy, including digital confidence and innovation, which will be beneficial in the long term to the learning opportunities provided for pupils in our schools. Whilst mindful of the urgency to meet statutory expectations, we are also investing in developing pedagogy that will have a sustained impact on improving learning over time, not simply reacting to a national crisis.

Strategy Overview

Elements of the Strategy

There are five key elements to help to deliver these aims of the strategy.

- Leadership
- Pedagogy
- Curriculum and resources
- Engagement
- Accessibility

These elements encompass the issues that need to be considered by academies in order to develop an effective and sustainable approach to remote education.

Central to this strategy will be the training, support and guidance that is provided for schools to develop their remote learning capacity in relation to each of these elements.

Leadership	Leadership is pivotal to all school improvement. This remains the case for developing high quality remote education in schools. There should be sufficient seniority, capacity and knowledge at leadership level to ensure expectations are clearly communicated, and staff are well trained and supported. This includes ensuring the school's approaches to remote education are practical and mindful of teacher workload. The challenges of the current national context also mean that the principals and other leaders need to be a source of optimism more than ever, advocating the potential benefits of IT in education so that all staff are positive and solution focused should challenges arise with technology. Leaders should have mechanisms for oversight of the quality of remote learning in their school and use this to connect what is effective and support what needs to be developed.
Pedagogy and feedback	This element of the strategy focuses on building confidence about how we replicate the important features of teaching, learning and relationships in the classroom remotely. This means ensuring the elements of effective teaching are present, such as clear explanations, scaffolding and feedback. It also includes the way in which teachers regularly model the use of remote learning materials, resources and approaches during lessons in school so that pupils become familiar and will be confident about accessing and using them at home. It is important that teachers should be confident in the choices they make about the most appropriate approach to remote learning depending on the concepts, knowledge or skills they want pupils to learn. This may include live lessons, recorded lessons, workbooks and interactive online programmes. It should not be assumed that any single approach would always be the most effective approach for all types of learning. This element also focuses on relationships and ways to replicate the things that are important for pupils at school whilst they are at home. This includes maintaining positive emotional attachments, motivating and inspiring them to believe in themselves and to work hard. Teachers should also ensure pupils are able to receive feedback about their work. Acknowledgement of pupils' efforts will also be a powerful motivator in sustaining engagement. As with any initiative to improve the quality of teaching across a staff team, this will need effective planning and a proper investment of time to train staff and develop confidence and expertise across the school.
Curriculum and resources	This element of the strategy focuses on curriculum entitlement and both the online and physical resources that schools will use to support learning. Pupils remotely retain the entitlement to a broad and balanced curriculum. This should replicate the quality and expectation that they receive in the classroom.

	Online lessons should: - Be aligned with the school's curriculum - Provide opportunities for teacher instruction - Allow pupils to build on what they know and can do - Make connections with learning in other year groups/ areas of the curriculum - Provide scaffolds to enable pupils to access learning For online learning, schools will need to become confident with both their digital education platform as well as a range of resources that enable them to deliver education. For example, Microsoft Sway is a powerful and easy-to-learn tool that enables teachers to quickly and easily create a mix of text, images and video to deliver online lessons. There are also a range of phonics videos available that can be easily accessed and used by schools on Microsoft Teams. Schools may also have their own software packages with which they are already familiar and wish to utilise for remote learning. For other types of learning that do not take place online, this element considers the resources that will be practical and effective in supporting teachers to deliver the curriculum. Particular consideration may need to be given to younger pupils, for whom online learning will not always be appropriate. For example, the use of phonics and reading resources to practice sounds so that they do not lose confidence in this whilst they are not at school. For both online and non-online learning, consideration should also be given to accessibility for pupils with SEND, to ensure the materials are appropriate to their needs.
Engagement	If pupils do not engage in remote learning, the quality of our offer is futile. In this element, we must consider how we prepare and enthuse pupils to connect with the remote learning offer. Levels of engagement my flux across schools, across classrooms or between pupils. They may also decline over time, so it is imperative that we consider ways in which we sustain high engagement and refresh our offer. It is also the means by which schools communicate with pupils to maintain relationships, including carrying out welfare checks for vulnerable pupils. These are the important foundations for remote education to be able to take place. For online learning, this will typically be facilitated through the school's digital education platform. For other types of learning, including for younger pupils, there may be a range of approaches dependent on the type of learning required. In all cases, schools will want to make suitable choices about the most appropriate way in which to communicate with pupils (for example, a phone call to carry out a welfare check on a vulnerable family is likely to provide more reassurance than email communication).
Accessibility	This element of the strategy focuses on ensuring schools have the necessary tools to effectively deliver the online elements of remote education. Just as technology presents many opportunities, it is recognised that it can also pose challenges. It is essential to ensure our schools have a reliable IT

infrastructure and equipment that enables them to deliver the essential requirements of remote education, including making effective use of their online platform. This includes ensuring that all schools within the Trust have reliable broadband and access to efficient and reliable technical support to sort out problems when they arise.

Consideration is also given to ensuring that where practicably possible, pupils are supported to be able to access the appropriate equipment they need to access online learning, including through the provision of devices. It may be necessary to support parents and families to access the technology to help troubleshoot problems pupils may have accessing remote learning.

Phases of the Strategy

The three phases help us to understand the level of confidence with which a school is implementing its remote learning strategy. Following the initial introduction of remote learning in March, schools will be at different places along their journey. A range of platforms are currently in use and schools will be at varying levels across the five key elements outlined above.

Phase 1: Building Confidence – Principles, Tools and Knowledge	Phase 1 is focused on building strong foundations so that the school is able to meet the basic statutory expectations to deliver remote education. This includes school leaders and teachers becoming confident about the principles that underpin an effective approach to remote learning; understanding the tools that will enable them to do this; and gaining the knowledge they need to use these tools.
	It will also need an investment of time for leaders to think through and develop an approach that is right for their own school context, informing their own remote learning plan.
	Within this phase, it will be important to establish leadership of remote learning at school level. There will be a strong emphasis on training and development at all levels, including the use of the school's digital education platform.
	CPD will focus upon strategies that will be useful for developing practice in any platform alongside specific training for the use of Microsoft Teams.
Phase 2: Developing Pedagogy, including digital confidence	Phase 2 is focused on embedding the progress made within the previous phase so that there is an effective and consistent approach to remote learning across the school.
	Leaders and teachers will be confident about their approach to remote learning and the aim will be to ensure that the quality of provision in every classroom matches the most effective examples available at this time.
	Within this phase, there is likely to be less emphasis on the sort of training and development that was important in the previous phases because most or all

	staff are already secure in their practice. There will be an increase in the sharing of practise across schools and consideration will begin of the use of remote learning beyond Covid. Greater emphasis will be held on the development of skills using Microsoft Teams , investigating the full capacity of the platform.
Phase 3: Effective Pedagogy, including digital confidence	Phase 3 will sustain the use of remote learning beyond the interim provision during Covid. It will focus upon the use of remote learning for an increasing range of purposes. Teachers will use this approach to secure an increasing range of efficiencies in learning and prepare pupils for life beyond the primary school. Leaders and teachers will have confidence in the delivery of the five key elements and professional development will focus on the use of a single platform to develop these strategies across the Trust.

Key Indicators of Effective Remote Learning

These indicators have been designed to provide clarity and structure to the conversations that we have across the Trust as we support our schools to develop their provision for remote education. They are intended to support professional dialogue about effective remote learning, including helping leaders to consider in practical terms what actions might need to be considered to ensure that their provision is consistent and effective within the school.

These indicators have also been used as the basis for planning Trust wide support and CPD, to ensure that where schools might find some aspects of what they need to do to develop remote learning more challenging, there is a clearly matched offer of support.

Phase 1: Building Confidence – Principles, Tools and Knowledge	**Leadership**
	• An appropriate leader has been made responsible for remote learning, including overseeing the quality of materials and staff training. Remote learning is led by or overseen by a member of the senior leadership team.
	• A remote learning policy is securely in place. An agreed approach has been communicated by leaders and is understood by all relevant staff.
	• School leaders have fully considered the implications for teacher workload in adopting their approach. They are pro-active in arranging support and training for staff where it is needed.
	• Leaders and teachers are fully aware of the safeguarding issues and good practice in relation to remote learning. They have adopted appropriate policies and approaches.
	• School leaders have adopted a thoughtful and considered view about what 'good quality' remote learning looks like in their school. They are able to explain:
	    - When different forms of online learning are appropriate and when they are not (including for different year groups)
	    - When recorded lessons, live lessons or other media might be most appropriate

- How staff will interact with pupils to maintain a positive relationship and enthusiasm for learning
- How pupils will receive feedback about their work and the consistent approach to feedback across the school
- How remote learning is monitored and quality assured by leaders

- Leaders routinely monitor which pupils are accessing and engaging in remote learning and intervene swiftly where pupils are not learning at home.
- Leaders have a process in place to monitor curriculum coverage.
- When pupils are learning at home, they are usually learning the same curriculum content that they would have been taught in school insofar as reasonably practicable.
- Parents are provided with useful resources and materials to help them to understand the schools approach to remote learning.
- Leaders have contingency plans in place to ensure they know what to do if staff are absent.

Pedagogy and Feedback
- Teachers regularly model the use of remote learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home.
- Teachers provide clear explanations, scaffolds and well-matched activities to support pupils to learn from home.
- Teachers know how to communicate with pupils and provide both encouragement and feedback about their learning, including through the digital education platform.
- There are increasingly examples of strong practice within the school. This provides a model for others. All teachers are given the support and feedback they need to improve their own practice to match that of the best.

Curriculum and Resources
- Pupils in every cohort receive a broad and balanced curriculum, including at least 3 hours a day of learning.
- Within each subject, pupils receive a good balance of teaching alongside the provision of activities to support learning.
- Sequences of work allow pupils to build upon what they know and can do. They match the expectations of the school's plans in each subject.
- Teachers use resources selectively, based on their relevance and how well they support the intended learning from the curriculum.
- Leaders and Teachers are aware of the range of resources readily available to use to support online learning, including phonics videos and resources from Oaks National Academy. These are used selectively to supplement the learning offer.

Engagement
- Staff are competent in the use of a digital education platform.
- Parents are fully aware of the school's expectations regarding remote learning.
- The school has a clear approach to timetabling learning for those pupils who are learning from home.

	- The school has a well-considered approach to providing remote learning for younger pupils and for those without access to technology. Consideration is given to SEND pupils. It is recognised that there may be variabilities in the success of this approach. **Accessibility** - Pupils are prepared well for remote learning and families have received information that helps them to access learning from home. - Pupils have log-in details for any educational programmes and platforms that they will need to access online learning. - Leaders know which pupils have difficulty accessing learning and work with families to alleviate these problems. - Teachers have access to appropriate technology to provide remote learning.
Phase 2: Developing pedagogy, including digital confidence	**Leadership** - Secure leadership is in place for remote learning. Leaders know where best practice lies and use this to offer guidance and support for other staff. - School leaders have fully considered the implications for teacher workload and they are regularly reviewing practice to ensure expectations are manageable. An effective programme of training and support is in place. - Leaders and teachers are confident that current practice reflects the schools safeguarding policies, including any guidance pertaining to remote learning. - School leaders have developed a systematic approach to checking the quality of remote learning and offering staff guidance, feedback and support to improve their confidence and practice. - The school uses its information about families' access to technology and other resources to deliver remote learning in a form that is accessible to all pupils (insofar as practicably possible). - The school has a clear, pro-active and successful approach to engaging parents so that they can support their children to learn at home. Leaders use a range of strategies to sustain engagement where necessary. **Curriculum and Resources** - Teachers use an increasing range of resources effectively, based on their relevance and how well they support the intended learning from the school's curriculum. - Teachers' plans allow pupils to acquire new knowledge whilst making connections to prior learning. - Materials are carefully chosen to meet the needs of SEND and EAL pupils, so they are able to access the same remote curriculum as other pupils. - Teachers are increasing their confidence in producing learning resources, through means that do not create excessive workload, that help to enhance and personalise pupils' learning experiences (for example, through use of Microsoft Sway). - Subject leaders have an efficient and effective strategy for the monitoring of teaching and learning in their subject.

Pedagogy and Relationships
- Teachers skilfully model the use of remote learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home. This is integrated seamlessly into regular classroom practice.
- Teachers regularly communicate with pupils and provide both encouragement and feedback about their learning, some of which may be in real time.
- There is a consistent approach across the school to providing pupils with feedback to help them with their learning. Teachers check pupils work to ensure that they respond and act on feedback.
- Teachers understand the strengths and weaknesses of different types of remote learning, including live or recorded lessons, interactive activities, and whether online or other types of learning might be the best approach. They make considered decisions about their approach in this regard.
- Leaders ensure that teachers have opportunity to access resources and opportunities to further their practice.
- Teachers have given careful consideration about ways in which they might sustain positive and nurturing relationships with pupils whilst they learn at home. They are pro-active in developing their approaches to this, particularly for vulnerable pupils.
- Teachers consider different ways to enable pupils to feel connected with their peers.

Engagement
- Staff are confident in the use of a digital education platform. They use a range of programmes and resources to supplement this effectively.
- The school timetable ensures that pupils receive high quality learning whilst providing opportunity for them to connect with their peers.
- The school has given careful consideration about how to best meet the needs of younger pupils and those with limited access to technology when they are learning remotely. Leaders are pro-active in exploring approaches and continually developing their practice in this regard.

Accessibility
- Leaders provide relevant information for parents so they keep pace with the developing knowledge of pupils re how to use aspects of the online platform.
- Leaders continue to identify which families have difficulty accessing learning and work with them to alleviate these problems.

| **Phase 3:** Effective pedagogy, including digital confidence | At phase 3, it is assumed that solid foundations are in place and the indicators for phase 2 are generally met. Within phase 3, schools are confidently delivering remote learning. There may still be some areas for improvement, but arrangements are robust overall and leaders are clear what they need to work on next.

Within this phase, schools might also be beginning to innovate their practice and/or routinely share strong practice with other schools. Indicators of this could include:
- The school has excellent practice in monitoring the uptake of remote learning and using this information to target pupils and families who are not benefiting regularly. |

- The school has excellent strategies to engage and support parents to support their children with remote learning. Parents express a high level of confidence in the school's approach.
- The school has a well-planned and effective approach to developing teacher's practise.
- The school has very well developed and fully embedded approaches to evaluating pupils work, providing feedback and ensuring pupils respond to feedback. This approach does not provide unreasonable burdens on workload.
- Pedagogy developed through the school's approach to remote learning, including the use of technology, is readily applied to improve other aspects of teaching and learning.
- Leaders have considered further advantages of the use of remote learning and have implemented these successfully eg the provision of homework, collaboration, enhancing collaboration, specialist teaching

The use of remote earning will become an integral part of the IT curriculum, preparing pupils to be able to use technology successfully for different purposes beyond the school.

Developing practice and innovation over time will be an important aspect of collaboration within clusters as schools become increasingly confident to innovate and share their practice with others. The indicators within phase 3 will evolve over time to reflect this developing practice.

Support for Schools, including training and CPD

CPD Offer- Transferrable Ideas:

We will be offering core training for all schools. This is intended to give leaders and teachers the confidence to meet the expectations of the five key elements using their chosen platform.

Core training will be based upon a series of recorded conversations that utilise the expertise of some of the Trust's lead practitioners for remote learning. Leaders and teachers will access these asynchronously before joining a live Teams meeting to further their practise. These will be underpinned by a Microsoft Teams community where questions can be asked and ideas shared. The recording and archiving of these sessions will enable schools to access them at any time to provide staff training. This will also allow the flexibility to access those aspects of the training most relevant to them.

Enhanced Training Offer: Microsoft Teams

There will also be a number of methods to gain knowledge and training around different aspects of the Digital Education Platform, for those practitioners who are ready to develop their skills further.

This training will include:

- User guides specific to elements of Teams and O365 to support engagement, lesson delivery and workflow.
- Individualised learning – Microsoft Innovative Education programme
- External CPD delivered by Microsoft specialists
- Whole school CPD delivered internally
- A central repository of bitesize 'how to' instructional videos for the use of Team and O365.

Trust Collaboration

There will be much good practice already existing in our schools for us to learn from and support each other. Collaboration within clusters, along with the learning and development workshops, is the main means through which we can benefit from this.

The school improvement model for the Trust is based on collaboration and the development of practice within a MS Teams group will be instrumental in the sharing of expertise. This ensures support is provided responsively to the needs of schools across the Trust and avoids a bottleneck that could otherwise occur if schools were only dependent on centralised support.

This approach is particularly important for the development of effective remote learning. It presents an important opportunity for leaders and teachers to work collaboratively, to share and learn from very best practices as a means to making improvements within their own school.

In addition, Hub principal forums will enable leaders to share experiences and develop ideas about how they might practically tackle the challenges of remote learning. As we increasingly gather information about the most effective practices across the Trust, this can then be used to provide additional guidance and support for schools.

Phase 1 Training and Support: Detailed Overview

Careful consideration has been particularly given to those schools working within Phase 1 and still in the early stages of developing their approach to remote learning. This is to ensure that, at the earliest possible opportunity, schools know how to access support and receive the support that they need to become confident in their practice.

A 'Remote Learning Baseline Checklist' has also been created to support schools to identify strengths and areas in which they might need support within Phase 1.

Phase 1: Indicators	Phase 1: Trust Support
Leadership	
An appropriate leader has been made responsible for remote learning, including overseeing the quality of materials and staff training. Remote learning is led by or overseen by a member of the senior leadership team.	Director support and Hub collaboration Regular communications and updates sent to schools, including national developments and available resources.

A remote learning policy is securely in place. An agreed approach has been communicated by leaders and is understood by all relevant staff.	Trust central team- model policy
School leaders have fully considered the implications for teacher workload in adopting their approach. They are pro-active in arranging support and training for staff where it is needed.	Director support and Hub collaboration
Leaders and teachers are fully aware of the safeguarding issues and good practice in relation to remote learning. They have adopted appropriate policies and approaches.	Director support and Trust safeguarding Lead support Trust model policy, guidance and procedures
School leaders have adopted a thoughtful and considered view about what 'good quality' remote learning looks like in their school. They are able to explain: • When different forms of online learning are appropriate and when they are not (including for different year groups) • When recorded lessons, live lessons or other media might be most appropriate • How staff will interact with pupils to maintain a positive relationship and enthusiasm for learning • How pupils will receive feedback about their work and the consistent approach to feedback across the school • How remote learning is monitored and quality assured by leaders	Director support and Hub collaboration including sharing of best practice Initial CPD of transferrable concepts
Leaders routinely monitor which pupils are accessing and engaging in remote learning and intervene swiftly where pupils are not learning at home.	Director support and Hub collaboration
Leaders have a process in place to monitor curriculum coverage.	Director support and Hub collaboration
When pupils are learning at home, they are usually learning the same curriculum content that they would have been taught in school insofar as reasonably practicable.	Director support and Hub collaboration
Parents are provided with useful resources and materials to help them to understand the schools approach to remote learning.	Director support and Hub collaboration Trust Remote Learning team
Leaders have contingency plans in place to ensure they know what to do if staff are absent.	Director support and Hub collaboration

Pedagogy and Feedback	
Teachers regularly model the use of remote learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home.	Trust CPD offer MS Teams community of practice
Teachers provide clear explanations, scaffolds and well-matched activities to support pupils to learn from home.	Trust CPD offer MS Teams community of practice
Teachers know how to communicate with pupils and provide both encouragement and feedback about their learning, including through the digital education platform.	Trust CPD offer MS Teams community of practice
There are increasingly examples of strong practice within the school. This provides a model for others. All teachers are given the support and feedback they need to improve their own practice to match that of the best.	Trust CPD offer MS Teams community of practice Development support and Hub collaboration
Curriculum and Resources	
Pupils in every cohort receive a broad and balanced curriculum, including at least 3 hours a day of learning.	Director support and Hub collaboration
Within each subject, pupils receive a good balance of teaching alongside the provision of activities to support learning.	Director support and Hub collaboration
Sequences of work allow pupils to build upon what they know and can do. They match the expectations of the school's plans in each subject.	Director support and Hub collaboration
Teachers use resources selectively, based on their relevance and how well they support the intended learning from the curriculum.	Trust CPD offer MS Teams community of practice
Leaders and Teachers are aware of the range of resources readily available to use to support online learning, including phonics videos and resources from Oaks National Academy. These are used selectively to supplement the learning offer.	Director support and Hub collaboration Trust Remote Learning team Trust CPD offer MS Teams community of practice
Engagement	
Staff are competent in the use of a digital education platform.	

Parents are fully aware of the school's expectations regarding remote learning.	
The school has a clear approach to timetabling learning for those pupils who are learning from home.	Trust CPD offer MS Teams community of practice
The school has a well-considered approach to providing remote learning for younger pupils and for those without access to technology. Consideration is given to SEND pupils. It is recognised that there may be variabilities in the success of this approach.	Trust CPD offer MS Teams community of practice
Accessibility	
Pupils are prepared well for remote learning and families have received information that helps them to access learning from home.	Support from Director of IT Those schools who have concerns about their capacity to deliver the online aspects of remote learning will receive responsive support from the Directors of It and School Improvement in relation to the key indicators that have been identified as pre-requisites. Localised technical support
Pupils have log-in details for any educational programmes and platforms that they will need to access online learning.	
Leaders know which pupils have difficulty accessing learning and work with families to alleviate these problems.	
Teachers have access to appropriate technology to provide remote learning	

Implementation and Oversight

This table provides a summary of the expectations at different levels and for different roles within the Trust to ensure the effective implementation and oversight of the Remote Learning

Schools	• Personalise trust policy and approach for delivering remote learning that is practical and considers teacher workload. • Ensure roles and responsibilities for delivering remote learning are clear within the school. • Pro-actively access training and support to ensure staff become confident in their use of the tools to support the delivery of remote learning. • Monitor the effectiveness of remote learning as the basis for continually improving practice. • Provide a termly update for AICs on the implementation and impact of the school's approach to remote learning.
Trust Directors	• Provide support for school leaders to develop their approach to remote learning. Ensure that schools are aware of and are accessing available training and support. • Carry out ongoing work with schools to develop and share best practice, including facilitating collaboration. Identify and support where common themes could lead to joint working between schools. • Quality assure and agree the school's approach to remote learning, with reference to the Trust Remote Learning strategy, including ensuring statutory requirements are met (or where they are not, actions are being taken to work towards meeting them). • Hold schools to account for the effective implementation and monitoring of their approach to remote learning, including carrying out joint monitoring activities, where needed. • Evaluate the effectiveness of schools' approach to remote learning. Provide support for schools where evidence shows limited impact and additional help may be needed. • Provide updates to Trustees
Trust Remote Learning Team	• Provide oversight and scrutiny of the implementation and impact of the Remote Learning Strategy. • As part of routine school review, for those schools due to be inspected, to evaluate the school's approach to remote learning. • Carry out sampling activities to gather additional evidence with a selection of schools each term. • Where required, further review and evaluation activity may be carried out. • Synthesise and evaluate available evidence, to assess the effectiveness and impact of the overall Trust strategy. • Continually develop the strategy in the light of both national developments and evidence about the current performance of Trust schools (including from Learning and Development Sessions).

Governance

AICs	• Ensure that statutory duties, relevant to the remote learning, are carried out in school • Hold leaders to account for the quality and impact of the remote learning in the school
Trustees	• Ensure that statutory duties, relevant to the remote learning, are carried out across the Trust.

	• Hold Directors to account for the impact of the remote learning strategy across the whole Trust

Key Milestones for Support, Monitoring and Accountability

	Autumn Term	Spring Term	Summer Term
School	• Use current information about strengths and weaknesses to identify and access appropriate support and training. • Review of impact of approach with Development Officer • Make amendments to approach as needed. • Provide updates to AIC	• Ensure current information about strengths and weaknesses is matched to appropriate support and training. • Ensure an approach to monitoring the quality of remote learning is in place. • Review of impact of approach with Development Officer • Make amendments to approach as needed. • Provide updates to AIC	• Ensure current information about strengths and weaknesses is matched to appropriate support and training. • Ensure an approach to monitoring the quality of remote learning is in place. • Review of impact of approach with Development Officer • Make amendments to approach as needed; and ensure any areas for further development feed into AIP for following year. • Consider wider lessons learned about the use of technology/online learning that can be applied to the school's approach to teaching. • Provide updates to AIC
Trust Directors	• Review of the approach to remote learning with each school, including strengths and areas for development (as part of routine school improvement meetings). • Help schools to understand the training and support on offer and ensure they have a clear plan to access it. • Support school leaders to take appropriate actions to address any areas for development. • Report to Trustees	• Review progress, with reference to the key indicators for Remote Learning. • Review of impact of approach to remote learning with each school • Provide or broker additional support for any schools at risk of not meeting most indicators within phase 1 by the end of term. • Report to Trustees	• Review progress, with reference to the key indicators for Remote Learning. • Review of impact of approach to remote learning with each school, including use of funding • Consider wider lessons learned about the use of technology/online learning that can be applied to the school's approach to teaching. • Report to Trustees
Trust Remote Learning Team	• Oversight of the strategy. • Report to Trustees, as required • Synthesise evidence, including through feedback from Directors, and further develop strategy as needed.	• Oversight and evaluation of strategy. • Report to Trustees, as required. • Team to broker additional training for any critical schools. • Synthesise evidence, including through feedback from Directors, and further develop strategy as needed.	• Initial review of impact of across the Trust. • Review lessons learned and implications for future practice. • Report to Trustees • Support Directors to broker additional training for any critical schools. • Synthesise evidence, including through feedback from Directors, and further develop strategy as needed.

Appendix 1: Remote Learning Checklist

Remote Learning Baseline Checklist

Phase 1: Building Confidence - Principles, Tools and Knowledge

This tool has been created to support schools to give due consideration to the key issues that will help them to ensure effective remote learning.   It can be used to help schools to consider what their next steps might need to be to develop remote learning, including any training or support that might be provided by the Development Officer or Remote Learning Team.

Phase 1: Indicators	
Leadership	
An appropriate leader has been made responsible for remote learning, including overseeing the quality of materials and staff training. Remote learning is led by or overseen by a member of the senior leadership team.	
A remote learning policy is securely in place. An agreed approach has been communicated by leaders and is understood by all relevant staff.	
School leaders have fully considered the implications for teacher workload in adopting their approach. They are pro-active in arranging support and training for staff where it is needed.	
Leaders and teachers are fully aware of the safeguarding issues and good practice in relation to remote learning. They have adopted appropriate policies and approaches.	
School leaders have adopted a thoughtful and considered view about what 'good quality' remote learning looks like in their school. They are able to explain: • When different forms of online learning are appropriate and when they are not (including for different year groups) • When recorded lessons, live lessons or other media might be most appropriate • How staff will interact with pupils to maintain a positive relationship and enthusiasm for learning • How pupils will receive feedback about their work and the consistent approach to feedback across the school • How remote learning is monitored and quality assured by leaders	
Leaders routinely monitor which pupils are accessing and engaging in remote learning and intervene swiftly where pupils are not learning at home.	
Leaders have a process in place to monitor curriculum coverage.	
When pupils are learning at home, they are usually learning the same curriculum content that they would have been taught in school insofar as reasonably practicable.	
Parents are provided with useful resources and materials to help them to understand the schools approach to remote learning.	

Leaders have contingency plans in place to ensure they know what to do if staff are absent.	
Pedagogy and Feedback	
Teachers regularly model the use of remote learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home.	
Teachers provide clear explanations, scaffolds and well-matched activities to support pupils to learn from home.	
Teachers know how to communicate with pupils and provide both encouragement and feedback about their learning, including through the digital education platform.	
There are increasingly examples of strong practice within the school. This provides a model for others. All teachers are given the support and feedback they need to improve their own practice to match that of the best.	
Curriculum and Resources	
Pupils in every cohort receive a broad and balanced curriculum, including at least 3 hours a day of learning.	
Within each subject, pupils receive a good balance of teaching alongside the provision of activities to support learning.	
Sequences of work allow pupils to build upon what they know and can do. They match the expectations of the school's plans in each subject.	
Teachers use resources selectively, based on their relevance and how well they support the intended learning from the curriculum.	
Leaders and Teachers are aware of the range of resources readily available to use to support online learning, including phonics videos and resources from Oaks National Academy. These are used selectively to supplement the learning offer.	
Engagement	
Staff are competent in the use of a digital education platform.	
Parents are fully aware of the school's expectations regarding remote learning.	
The school has a clear approach to timetabling learning for those pupils who are learning from home.	
The school has a well-considered approach to providing remote learning for younger pupils and for those without access to technology. Consideration is given to SEND pupils. It is recognised that there may be variabilities in the success of this approach.	
Accessibility	

Pupils are prepared well for remote learning and families have received information that helps them to access learning from home.	
Pupils have log-in details for any educational programmes and platforms that they will need to access online learning.	
Leaders know which pupils have difficulty accessing learning and work with families to alleviate these problems.	
Teachers have access to appropriate technology to provide remote learning	

Phase 2: Building Confidence - Developing pedagogy, including digital confidence

Phase 2: Indicators	
Leadership	
Secure leadership is in place for remote learning. Leaders know where best practice lies and use this to offer guidance and support for other staff.	
School leaders have fully considered the implications for teacher workload and they are regularly reviewing practice to ensure expectations are manageable. An effective programme of training and support is in place.	
Leaders and teachers are confident that current practice reflects the schools safeguarding policies, including any guidance pertaining to remote learning.	
School leaders have developed a systematic approach to checking the quality of remote learning and offering staff guidance, feedback and support to improve their confidence and practice.	
The school uses its information about families' access to technology and other resources to deliver remote learning in a form that is accessible to all pupils (insofar as practicably possible).	
The school has a clear, pro-active and successful approach to engaging parents so that they can support their children to learn at home. Leaders use a range of strategies to sustain engagement where necessary.	
Pedagogy and Feedback	
Teachers skilfully model the use of remote learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home. This is integrated seamlessly into regular classroom practice.	
Teachers regularly communicate with pupils and provide both encouragement and feedback about their learning, some of which may be in real time.	
There is a consistent approach across the school to providing pupils with feedback to help them with their learning. Teachers check pupils work to ensure that they respond and act on feedback.	

Teachers understand the strengths and weaknesses of different types of remote learning, including live or recorded lessons, interactive activities, and whether online or other types of learning might be the best approach. They make considered decisions about their approach in this regard.	
Leaders ensure that teachers have opportunity to access resources and opportunities to further their practice.	
Teachers have given careful consideration about ways in which they might sustain positive and nurturing relationships with pupils whilst they learn at home. They are pro-active in developing their approaches to this, particularly for vulnerable pupils.	
Teachers consider different ways to enable pupils to feel connected with their peers.	

Curriculum and Resources

Teachers use an increasing range of resources effectively, based on their relevance and how well they support the intended learning from the school's curriculum.	
Teachers' plans allow pupils to acquire new knowledge whilst making connections to prior learning.	
Materials are carefully chosen to meet the needs of SEND and EAL pupils, so they are able to access the same remote curriculum as other pupils.	
Teachers are increasing their confidence in producing learning resources, through means that do not create excessive workload, that help to enhance and personalise pupils' learning experiences (for example, through use of Microsoft Sway).	
Subject leaders have an efficient and effective strategy for the monitoring of teaching and learning in their subject.	

Engagement

Staff are confident in the use of a digital education platform. They use a range of programmes and resources to supplement this effectively.	
The school timetable ensures that pupils receive high quality learning whilst providing opportunity for them to connect with their peers.	
The school has given careful consideration about how to best meet the needs of younger pupils and those with limited access to technology when they are learning remotely. Leaders are pro-active in exploring approaches and continually developing their practice in this regard.	

Accessibility

Leaders provide relevant information for parents so they keep pace with the developing knowledge of pupils re how to use aspects of the online platform. Leaders continue to identify which families have difficulty accessing learning and work with them to alleviate these problems.	