



## Remote Learning Audit Framework

### Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

### Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
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.
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Remote education plan</b></p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p>	<p>Plan sets out how children will be supported</p> <p>Plan lays out how we will deliver online learning</p>	<p>More consistent action plan of work being submitted required</p> <p>Adapt the plan for how to facilitate harder (online) wider curriculum lessons</p>	4	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools and colleges, and</p>



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<p>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.</p>	<p>Plan sets out minimum requirements for work set and online live lessons</p> <p>Plan sets out expectation for engagement</p> <p>Plan sets out how much work is to be submitted as a minimum</p> <p>Plan explains how feedback will be given (this can be tweaked)</p>	<p>SEN part of the plan could work towards online interventions if/where possible.</p>		<p><a href="#">guidance</a> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p><a href="#">Cyber security in schools: questions for governors and trustees</a> gives guidance on how to remain cyber-secure.</p> <p>Refer to <a href="#">Oak National Academy for help to deliver a planned curriculum for all.</a></p>



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	<p>Plan sets out how SEN will be supported remotely</p> <p>The plan sets out how we can support children whose access to digital device/internet may be limit.</p>			Work across the academy to share best practice.
<p><b>Communication</b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	All stake holders are aware of our approach to remote learning and are in constant communication to improve where needed on a case by case basis	<p>Parent questionnaire has been conducted</p> <p>We need to address any items which come from the parent's view of remote learning.</p>	<b>4/5</b>	Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.



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	Governors have monitored online learning and this has been discussed at length at LGB Meeting (Wednesday 3 <sup>rd</sup> February)			<p>GOV.UK provides guidance to support schools to publish information <a href="#">about their remote education provision on their websites for parents</a>.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during COVID-19.</p>
<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>understanding the impact on</li> </ul>	<p>Leaders and coordinators monitor lessons/subjects routinely (weekly where possible)</p> <p>Incremental coaching is given to improve</p>	Case studies to be completed thoroughly and evaluated to inform best practice.	<b>3/4</b>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li><a href="#">recording attendance in relation to coronavirus (COVID-19) during the</a></li> </ul>



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<p>staff workload and how to mitigate against it</p> <ul style="list-style-type: none"> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>Staff meetings are used to evaluate effectiveness of lessons online</p> <p>Attendance data and online attendance data is used to inform engagement and gap analysis</p> <p>Lessons still go at the pace of the children</p> <p>Case studies have begun to measure the impact</p>			<p><a href="#">2020 to 2021 academic year</a></p> <ul style="list-style-type: none"> <li>• <a href="#">full opening for schools: school workforce</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>



Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Home environment</b></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.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p>Good communication with parents. Parents let us know if there are gaps in resources or knowledge (children inform on this too)</p> <p>Parents also make us aware where emotional health is impacting o their ability to access remote learning.</p> <p>Online live lessons have set out timetables for learning/input before follow up work is completed.</p> <p>Assignments give due dates to have with managing time.</p> <p>Children where necessary are able to login at different times in their timetabled slot or remain in a lesson for additional support.</p>	<p>Parent questionnaire needs to be analysed to see how school can support the home environment further</p> <p>More tips could be given to parents on how to support their children with home learning</p>	<p><b>4</b></p>	<p>The EdTech Demonstrator Programme's <a href="#">remote education roadmap</a> supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the <a href="#">Get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>



<p><b>Laptops, tablets and internet access</b></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>	<p>Some pupils have been invited into school to ensure they get access to learning</p> <p>Pupils who could access online learning but do not have the necessary digital devices, have been give an iPad with teams and apps installed</p> <p>Pupils who struggle emotional and internet speed-wise with online learning can look at the assignments set, playback recorded live lessons and used printed resources to continue their learning from home.</p>	<p>Internet speed for some is an issue – yet to be resolved (in the mean time watching recorded lessons and working towards the set assignments is still possible.</p>	<p><b>4</b></p>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <a href="#">how to set up a virtual classroom</a> and how to <a href="#">embed technology into teaching practice</a>.</p> <p>Where pupils might lack digital access, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets</a> and <a href="#">internet</a>.</p>
<p><b>Supporting children with additional needs</b></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>This includes guidance for parents and carers on how to effectively support</p>	<p>Pupils who may be disadvantage have been given iPads to access remote learning</p> <p>For those more vulnerable, they are working in school daily.</p>	<p>More intervention could be provided where time allows for pupils with additional need or if disadvantaged.</p>	<p><b>3</b></p>	<p>The EdTech Demonstrator Programme has made <a href="#">a range of SEND resources</a> available for schools and colleges, including webinars on how to support pupils with SEND.</p>



<p>remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>All our EHC children are in school daily so we can best meet their needs and support their families</p> <p>Two interventions at present: maths and socially speaking</p>			<p>The guidance for full opening f provides guidance on how schools should support <a href="#">pupils with SEND and vulnerable children.</a></p> <p><a href="#">Oak National Academy provides resources for teachers to support children with additional needs.</a></p>
<p><b>Monitoring engagement</b></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>Using paper tick sheets; Excel databases; registers and analytics on Microsoft teams, we are able to judge engagement in learning for all pupils</p>	<p>More monitoring of work submitted required.</p>	<p><b>4</b></p>	<p>Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance.</a></p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress.</a></p>
<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including</p>	<p>Online safety is taught to children in the wider curriculum</p>	<p>Children are all familiar with the basic concepts of using the digital devices for working online but may now be ready to extend their</p>	<p><b>4</b></p>	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and</p>



## Curriculum planning and delivery

assistive technologies for pupils with SEND.	Children, where required, (either as a class, group or individual) are taught how to use our online learning platform so that they are able to engage in the learning	knowledge (particularly in KS2)		guidance to pupils on how to use the technology.
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The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Minimum provision</b></p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<p>3 live sessions are delivered daily</p> <p>Follow up work and projects to live lessons is set daily</p> <p>KS1 receive a minimum of 3 hours</p> <p>KS2 receive a minimum of 4 hours</p>	<p>Setting of wider curriculum projects which may act as enrichment clubs.</p>	<p>4</p>	<p>Remote education expectations are highlighted in <a href="#">the guidance for full opening</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p>
<p><b>Curriculum planning</b></p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p>	<p>The curriculum taught covers national curriculum objectives</p>	<p>Planning and learning journeys could be share with pupils and families</p>	<p>4</p>	<p>GOV.UK provides resources on remote education <a href="#">good practice</a> and <a href="#">how to adapt teaching practice</a> for remote education.</p>



<p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>The curriculum is similar to what would have been delivered in class</p> <p>The curriculum is planned, sequenced and evaluated to ensure moving forward with learning happens at the right pace.</p>			<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p>
<p><b>Curriculum delivery</b></p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and</p>	<p>Children are given live lessons using aligned resources (e.g. white rose maths, jigsaw)</p> <p>Children are then set work to follow up with based on the live lessons (these lessons are recorded when a pupil is unable to attend so that they can look back over them)</p> <p>Microsoft teams is used as our platform for delivering</p>	<p>Sign-posting to other supportive resources such as Oak National academy to could be better</p>	<p><b>3/4</b></p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">accessing and buying resources for remote education</a></li> <li>• resources on remote education <a href="#">good practice</a></li> <li>• <a href="#">guidance on how to access and set up online digital platforms</a> to support delivery</li> <li>• <a href="#">Oak National Academy</a> provides resources and guidance on how to map</li> </ul>



<p>accessibility for all pupils, including those with SEND.</p>	<p>live learning, assignment work and providing feedback</p>		<p>resources to a school's existing curriculum. <a href="#">RNIB Bookshare</a>, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</p>
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<p><b>Assessment and feedback</b></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>Children receive live verbal and chat-based feedback on the spot during live lessons.</p> <p>When children have submitted work, this is also checked and the children will receive feedback</p> <p>Feedback can occur as a whole class, in a group or as individuals</p> <p>Formative assessment occurs during live lessons</p>	<p>Distance assessment and end of block assessment is difficult to gain true insights into if parents are supporting too much.</p> <p>Few responses to amended work which has had feedback</p>	<p><b>3</b></p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">Remote education good practice guidance</a></li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> for schools on effective assessment and feedback.</p>
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## Capacity and capability

Schools support staff to deliver high-quality remote education.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Effective practice</b></p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Weekly staff meetings/training on guidance updates, resources which are newly available or have come to light</p> <p>Leaders and subject leads watch live or recorded sessions and remote into lessons to gain a child's-eye view</p>	<p>More opportunities perhaps needed to watch other teachers use Microsoft teams from across the trust.</p>	<p>4</p>	<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p>
<p><b>Staff capability</b></p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to</p>	<p>Staff have had good training on how to use Microsoft teams to deliver remote learning</p>	<p>Plenty of new resources or good practice that can be reviewed and then implemented.</p>	<p>4</p>	<p>The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support for teachers on how to deliver</p>



<p>teach and support pupils remotely.</p> <p>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.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Staff have technology and good internet connection to deliver online learning</p> <p>Resources both physical and digital are available and well used (e.g. whiteboard, PowerPoint, IWB math resources, phonics from oxford owl – RW inc)</p> <p>Weekly staff meetings go over resources and how to use for remote learning and are iterative.</p>			<p>good remote education. This includes guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p> <p><a href="#">RNIB Bookshare</a>, which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a <a href="#">print disability</a>.</p> <p><a href="#">pdnet</a> provides free <a href="#">training events</a> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p><b>Strategic partnerships</b></p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps,</p>	<p>Our school trains each other and has provided training more widely across our academy trust.</p>	<p>More research needed on how to use EdTech demonstrators or</p>	<p>3</p>	<p>There are several school-to-school support networks which you can make use of, including:</p>



<p>including via established school-to-school support networks like the <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>	<p>Training is continually scheduled and recorded so it can be viewed again to refresh or train others at a later date.</p>	<p>perhaps becoming one is needed.</p>	<ul style="list-style-type: none"><li>• The <a href="#">EdTech Demonstrator Programme</a> for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs</li><li>• <a href="#">Maths hubs</a> to improve maths education</li><li>• <a href="#">English hubs</a> to improve teaching of phonics, early language and reading in reception and year 1</li><li>• <a href="#">Computing hubs</a> to improve the teaching of computing and increase participation in computer science</li></ul>
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## Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

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<p><b>Realistic expectations of pupils, parents and carers</b></p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>Our approach and expectation for online learning has been share digitally via email and is accessible on our school website.</p> <p>Pupils know how to submit work to staff via Microsoft teams</p>	<p>A more universal way of submitting work is required.</p>	<p><b>4</b></p>	<p>Remote education expectations are highlighted in the <a href="#">guidance for full opening</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>The <a href="#">school workload reduction toolkit</a> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during COVID-19.</p>
<p><b>School community events</b></p>	<p>Children are able access at least 3 live online learning</p>	<p>More sessions for PSHE/Group chats may</p>	<p><b>4/5</b></p>	



<p>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.</p>	<p>sessions each day. They are encouraged to still support and discuss with each other.</p> <p>They are able to listen to and read discussions/chats</p> <p>Some children access socially speaking groups</p>	<p>be useful for some children or to have a fun topical debate.</p>		
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## Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Ensuring safety</b></p> <p>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.</p>	<p>Parents, staff and children know to contact the school if they have any concerns around safeguarding.</p> <p>Staff continue to use 'My concern' to report and can still report to the DSGL.</p> <p>Actions are taken to bring children into the school environment if there are wellbeing and safeguard concerns.</p> <p>MARU can be contacted if necessary</p>	<p>Direct safeguarding link for pupils and parents such as whisper.</p>	<p><b>4</b></p>	<p>GOV.UK provides guidance on <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></p> <p>Schools should also refer to <a href="#">statutory guidance for schools and colleges on safeguarding children.</a></p>
<p><b>Online safety</b></p>	<p>Children and parents were given information leaflets</p>	<p>More training to be delivered as new issue</p>	<p><b>3/4</b></p>	<p>GOV.UK provides guidance on:</p>



<p>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.</p>	<p>about working online and using Microsoft teams. Our school website informs parents and children about keeping safe online and stakeholders have been signposted to these.</p> <p>Our trust and school have been given training and polices on how to use our online learning platform safely and to ensure safeguarding of children</p> <p>We have also had staff meetings to discuss safeguarding linked to remote learning and this informs us of issues and whether there are benefits for pupils we have concerns for being in school rather than learning remotely.</p>	<p>for online safety can arise at any time.</p> <p><b>Flick training</b></p>	<ul style="list-style-type: none"><li>• <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></li><li>• <a href="#">Teaching online safety in schools</a></li></ul>
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<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Members of staff are TIS trained and two members of staff have a TQ in children's mental health and can spot and support potential issues surrounding wellbeing and mental health.</p> <p>Are provision for remote learning is designed to support with both learning and mental wellbeing.</p> <p>Those most vulnerable are attending school</p> <p>One- one and small group catch-ups occur Children are seen live up 3 times a day</p>	<p>More opportunities for monitored general discussion and chat between peers may help further.</p>	<p>4</p>	<p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education</a>.</p>
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which</p>	<p>We have good data management systems. We use Arbor MIS</p>		<p>5</p>	<p>GOV.UK provides guidance to support schools:</p>



<p>comply with the General Data Protection Regulation (GDPR).</p>	<p>And have strong GDPR compliance. We use GDPRIS to monitor our compliance</p> <p><b>All staff have completed GDPR training</b></p>			<ul style="list-style-type: none"> <li>• with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>• to be <a href="#">cyber secure</a></li> </ul>
<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Expectations for how to use Microsoft teams for remote learning are clear. Children follow them and teachers enforce them.</p> <p>Randomly monitoring children's accounts</p> <p>Reminders through the blog on the school website and via emails</p>		<p>4/5</p>	<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>