

Remote teaching

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
<input type="checkbox"/> Pupils receive meaningful and ambitious assignments each day in different subjects. Remote tasks are as challenging as tasks set in school and the level of work is pitched correctly.	<ul style="list-style-type: none"> • Remote learning policy (if you have one) - sets out this expectation • Teachers' lesson plans • Virtual pupil pursuits and/or lesson observations • Feedback from pupils learning remotely and their parents (e.g. survey results/responses, or phone calls) 	Expectations clear in remote learning principles. In the event of isolations/closures, all work checked by SLT was of good quality and pitched well.	G	
<input type="checkbox"/> Teachers teach a planned and well-sequenced curriculum to pupils learning remotely which is: <ul style="list-style-type: none"> • Very similar to the one at school, or • Different to what pupils in school are doing but has similar learning outcomes and fits within the curriculum sequence 	<ul style="list-style-type: none"> • Long and medium-term curriculum plans • Lesson observations and/or virtual pupil pursuits • If pupils at home follow a different curriculum (e.g. Oak Academy lessons or White Rose Maths), lesson plans show that it's well-sequenced, and that knowledge and skills are built on gradually • Pupils' remote work - is similar quality as the work of pupils in school 	Teachers set remote learning to closely mirror the lessons happening in the classroom. Where a bubble is closed, these classes remain in sync with the rest of the phase.	G	

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<input type="checkbox"/> We set clear and reasonable expectations on how regularly teachers will check work and provide feedback, and pupils are clear about these expectations. E.g. teachers will check all work submitted within the week and provide written or verbal feedback on 1 piece a week via voice notes or written comments.	<ul style="list-style-type: none"> • Remote learning policy (if you have one) - sets out this expectation • Pupils' work - has been marked or looked at • Virtual pupil pursuits and/or remote lesson observations • Feedback from pupils learning remotely and their parents • Staff feedback - shows these expectations are reasonable and not creating an unmanageable staff workload 	Remote learning principles set out that all children will receive feedback on the day as a whole. When spot checked, this is being followed	G	
<input type="checkbox"/> Teachers plan a remote programme that's of similar length to the core teaching pupils would receive in school. E.g. remote pupils receive the same lesson input via a pre-recorded video or written explanation, and then work on an activity for the same amount of time, followed by the same plenary via a video or written explanation - this doesn't need to be synchronous.	<ul style="list-style-type: none"> • Remote learning policy (if you have one) - sets out this expectation • Teachers' lesson plans • Lesson observations and/or virtual pupil pursuits 	This is set out in the remote Learning Principles and, when checked by SLT, is being implemented.	G	
<input type="checkbox"/> Teachers are clear about what they're going to teach remotely in each subject and have clear lesson objectives.	<ul style="list-style-type: none"> • Teachers' lesson plans • Resources used by pupils (e.g. PowerPoint slides, videos or activity sheets) - have clear lesson objectives in them 	Clear objectives for the core subject lessons – these are often provided in the content used ie WhiteRose or Oak. Not always clearly stated on foundation subject lessons but the link to the same lesson in class is clear	A	Consider whether we need an expectation of a clear learning objective to be set on the foundation subject lessons

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<input type="checkbox"/> Pupils receive clear, frequent explanations of new content from teachers or through high-quality curriculum resources or videos (e.g. Oak National Academy or White Rose Maths).	<ul style="list-style-type: none"> Teachers' lesson plans Lesson observations and/or virtual pupil pursuits Assignments and curriculum resources - explanations are written down or pre-recorded for pupils to refer back to, re-read or re-watch 	GC Scrutiny	G	
<input type="checkbox"/> Teachers regularly check how well remote pupils are progressing through the curriculum. If pupils have gaps in their understanding, teachers will re-teach or adapt their remote lessons accordingly.	<ul style="list-style-type: none"> Teachers' lesson plans - include opportunities for checking understanding (e.g. live questioning, quizzes or Google Forms) Lesson observations and/or virtual pupil pursuits 	Clear evidence of feedback and teachers assessing understanding daily – GC Scrutiny	G	
Exceeding expectations				
<input type="checkbox"/> Pupils have daily contact (written, verbal or video) with their class teacher.	<ul style="list-style-type: none"> Remote learning policy (if you have one) sets out this expectation Lesson observations and/or virtual pupil pursuits Teachers' records Feedback from pupils who are learning remotely and their parents 	Policy sets out daily contact available if bubble closed or isolating. If pupil not making contact via GC, Class staff to phone as per flow chart.	G	

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<input type="checkbox"/> Pupils learn the same curriculum at home as in school, even if the way they learn looks different.	<ul style="list-style-type: none"> • Long-term and medium-term curriculum planning - shows that curriculum coverage is the same • Teachers' lesson plans - show how remote pupils will access the curriculum (e.g. via lesson input videos, live-streaming lessons, uploading lesson resources online or sending lesson resources home) • Lesson observations and/or virtual pupil pursuits • Remote pupils' work - is the same as that of pupils in school 	<p>GC Scrutiny and Principles show a high level of parity available.</p> <p>Some children do not engage or do not submit so work output is variable at best</p>	A	Develop a set of expectations around work being handed in. This will be discussed with parent forum.
<input type="checkbox"/> 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.)	<ul style="list-style-type: none"> • Remote learning policy (if you have one) sets out this expectation • Teachers' lesson plans • Lesson observations and/or virtual pupil pursuits • Feedback from pupils learning remotely and their parents 	GC scrutiny and principles document	G	

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<input type="checkbox"/> 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.	<p>Teachers' lesson plans – e.g. each lesson comes with a range of activities, such as:</p> <ul style="list-style-type: none"> • A challenge activity for pupils who finish early • Additional support for pupils who may struggle, like spelling banks or visual prompts • Remote lesson observations and/or virtual pupil pursuits • Assignments – there's written instructions for a range of ability levels, e.g. a simplified version with visual prompts • Digital education platform (if you use one) – shows that teachers set assignments for specific pupils to match their ability levels, and that pupils complete the right assignments 	<p>GC scrutiny shows some differentiation and a lot of resources include challenges.</p>	<p>A</p>	<p>Consider setting expectations of differentiation – Discussed as a staff and it was felt that pupils should be able to choose their own challenge level to support mental health</p>
<input type="checkbox"/> Teachers scaffold pupils' learning by modelling activities and providing support so pupils gradually become independent.	<ul style="list-style-type: none"> • 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 pursuits 	<p>GC scrutiny and principles document</p>	<p>G</p>	

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<input type="checkbox"/> Teachers adapt their pedagogy to suit the unique challenges of remote learning, such as shorter pupil attention spans. Teaching input should be no longer in minutes than a pupil's age + 1.	<ul style="list-style-type: none"> • Teachers' lesson plans - show e.g. shorter teaching input times, clearer explanations, exciting learning stimulus and opportunities for active learning • Lesson observations and/or virtual pupil pursuits • Remote pupil engagement – shows they are active participants in lessons (e.g. asking questions, completing tasks and interacting with content), not passively watching • Feedback from pupils – shows they can stay focused on remote lessons and enjoy them 	<p>GC scrutiny and principles document videos etc of suitable length where possible with additional support offered via class and individual Google Meets as needed.</p>	G	

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<p><input type="checkbox"/> We support teachers to consider:</p> <ul style="list-style-type: none"> A variety of approaches to remote learning Which approaches are best suited to the content they're teaching and pupils' age <p>Teachers are aware of the range of approaches/tools available.</p>	<ul style="list-style-type: none"> Teacher training – on: <ul style="list-style-type: none"> Which approaches/tools we use as a school (e.g. learning apps, quizzing tools, eBooks) How to get the most out of these Which approaches are best suited in different teaching contexts (e.g. online learning games for vocabulary learning but not for every subject, or self-quizzing to help pupils retain key ideas and knowledge, but not as a replacement for other forms of assessment) Ongoing teacher support - on where to go for help, and opportunities to observe other teachers who are using different approaches and tools Virtual pupil pursuits Lesson observations – followed up with support for teachers who are struggling 	<p>Teachers as support staff received specific CPD targeted at their role.</p> <p>Best practice examples shared regularly in weekly teaching staff meetings and/or via email. Now that all staff have a basic understanding, this is focused on ways to develop and improve learning.</p>	G	

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<p>☐ Teachers support pupils to work independently by explicitly teaching metacognition and self-regulation strategies when pupils are remote and in school.</p>	<ul style="list-style-type: none"> • Teachers' lesson plans – show independent tasks (in school and for remote learners), heavily modelling how to complete these independently • Lesson observations and/or virtual pupil pursuits – show that staff are prompting pupils to reflect on their work or consider strategies if they get stuck • Teacher training - on metacognition and self-regulation strategies (e.g. see the EEF's Metacognition and Self-regulated Learning Guidance Report) • Tools and approaches (available on the school website or sent home to pupils) to help remote pupils work independently, like: <ul style="list-style-type: none"> • Checklists • Timetables, including visual timetables for younger pupils • Daily plans 	<p>No explicit metacognition teaching happening.</p> <p>5Bs of remote learning support this.</p> <p>Timetables provided.</p> <p>All lessons surveyed demonstrated that techniques and question types were modelled in depth</p>	<p>A</p>	<p>Explicit teaching of metacognition around remote learning still needs to be implemented. A sequence of assemblies and lessons on this will take place now that school has reopened</p>

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<input type="checkbox"/> Pupils have regular opportunities for peer interactions while learning at home.	<ul style="list-style-type: none"> • Teachers' lesson plans • Lesson observations and/or virtual pupil pursuits -show e.g. group work or peer marking, sharing models of good work, or opportunities for live discussions • Pupils' work – shows collaboration with peers, e.g. a group creates a presentation together using Google Slides • Feedback from remote pupils and their parents – shows pupils feel connected to their peers and part of the class while learning from home 	<p>Class streams allow interaction but a lot of this is unfocussed.</p> <p>Peer collaboration tools (collaborative slides etc used in KS2</p> <p>2x daily class google meets in KS2</p> <p>Google playtimes have been offered to all classes for social interactions</p>	A	SLT to consider if that can be further developed for KS1.

Access to resources and technology

Get a list of organisations that can help you access devices for your school, either for free or at a reduced cost, in our article on [alternative methods for providing laptops](#).

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Expected				
<input type="checkbox"/> Every household in our school has access to at least 1 tablet or laptop for remote learning. All pupils are able to access remote learning every day.	<ul style="list-style-type: none"> • Calls or questionnaires to families – show that every family has a device that they can use at home (either their own or one that the school has provided) • Digital education platform (if you have one) – engagement data shows that all pupils have logged in remotely 	<p>Tech questionnaire</p> <p>Fizzbooks provided to the families that need/have requested them.</p>	G	
<input type="checkbox"/> Every pupil has access to printed resources that they can use if they don't have their own device or stable internet connection.	<ul style="list-style-type: none"> • Physical copies of resources (e.g. worksheets or textbooks) are available for pupils learning remotely who are sharing devices or have less access to technology 	<p>Available on request</p>	G	

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<input type="checkbox"/> We've provided disadvantaged pupils with additional resources (e.g. books, calculators and stationery) that they might not have otherwise.	<ul style="list-style-type: none"> Records – show that teachers or TAs: <ul style="list-style-type: none"> Have contacted families of disadvantaged pupils to find out what they need Continue to check in at least once a week to make sure these families have everything they need 	Families have been contacted (CPOMS) resources have been provided as needed	G	
<input type="checkbox"/> Pupils are encouraged to take regular breaks from on-screen learning, and teachers set off-screen work that develops other skills (e.g. handwriting).	<ul style="list-style-type: none"> Teachers' lesson plans Lesson observations and/or virtual pupil pursuits Remote pupils' work – shows it's not always produced using technology 	GC scrutiny and principles document Screen free afternoons implemented	G	
<input type="checkbox"/> All teachers and TAs have access to a device and stable internet connection to support pupils with learning throughout the day.	<ul style="list-style-type: none"> Audit on teachers and TAs - shows whether they have the technology they need Records – show that where possible, the school has supplied staff with devices and internet access (e.g. wifi dongles) Digital education platform (if you have one) - engagement data shows that all teachers and TAs have logged on 	Yes	G	

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<input type="checkbox"/> All pupils and parents have access to video tutorials reminding them how to access online learning.	<ul style="list-style-type: none"> • Records – show low number of calls to the school's office, or emails to staff, from families with queries about how to log on • Digital education platform (if you have one): <ul style="list-style-type: none"> • Engagement data shows that all pupils have been able to log on remotely and view resources • Pupils are successfully handing in assignments • If pupils have continuously failed to hand in work, we've called families to make sure they have what they need to use the platform 	<p>Guides available and paper versions shared too – low incidence of parents unable to get on</p>	<p>G</p>	

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<input type="checkbox"/> A teacher or TA in each year group is available throughout the day to answer pupils' questions (through video calls, voice calls, or text chat).	<ul style="list-style-type: none"> • Digital education platform (if you have one): <ul style="list-style-type: none"> • Engagement data shows that teachers or TAs have logged on every day • Logs of conversations between staff and pupils • Video conferencing software, like Zoom, Google or Microsoft Teams Chat (if you use these) - records of calls between staff and pupils 	<p>Not if bubble open</p> <p>If bubble closed/in lockdown, fully available and supporting throughout the day</p>	A	<p>Ensure all pupils know to get in touch if they are isolating when the bubble is open</p>
<input type="checkbox"/> Every pupil knows how to access remote learning before self-isolating.	<ul style="list-style-type: none"> • Training sessions or tutorials for pupils • School website – has resources to help pupils • Teachers' records – show pupils are accessing remote learning and submitting work as instructed • Digital education platform (if you have one) - engagement data shows that all pupils have logged in remotely 	<p>Almost all now confident due to Jan lockdown.</p> <p>Those who have not needed to engage in remote learning to be called if they need to isolate (now a very small number)</p>	G	

Safeguarding

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
<input type="checkbox"/> Pupils are aware of online safety and know how to stay safe.	<ul style="list-style-type: none"> • Teachers' lesson plans – show they teach an online safety lesson to their class each term • Virtual pupil pursuits • Lesson observations - show that teachers are reminding pupils of online safety principles 	<p>Lessons are taught in class regularly as part of our e-safety curriculum</p> <p>No explicit teaching on GC.</p>	A	Needs to be provisioned on GC by class teachers if/when remote learning is needed again.
<input type="checkbox"/> Parents know how to keep their children safe when learning online.	<ul style="list-style-type: none"> • Communications with parents (e.g. email) – shows we've shared online safety materials • School website – contains online safety materials (e.g. in a "remote learning" section) • Check-in calls with, or emails to, families where pupils are learning from home - show they've received and understood online safety resources • Digital education platform (if you have one) – pupils and parents can access platform-specific online safety materials 	Communications sent out regularly around e-safety	G	

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<input type="checkbox"/> Staff are aware of online safety when running live lessons or recording video lessons.	<ul style="list-style-type: none"> • Staff briefings – have covered the potential risks of recording video lessons (e.g. pupils or parents sharing video lessons or screenshots on social media maliciously) • Feedback from staff surveys – shows staff know how to protect themselves online 	<p>This was put into place ahead of Google Meets.</p>	G	
<input type="checkbox"/> The features and permission settings of our digital education platform (if we have one) are in line with our behaviour, safeguarding, and online safety policies.	<ul style="list-style-type: none"> • Remote learning policy (if you have one), online safety policy and/or safeguarding policy • Records from the designated safeguarding lead (or online safety lead) – show they've reviewed all features available to pupils and limited them as necessary • Records - show we've reviewed pupil permissions once a month and made adjustments to reduce the risk of safeguarding incidents 	<p>DB has limited which features are available to children as DSL</p> <p>Policies in place</p>	G	

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<input type="checkbox"/> We've decided on procedures for 1-to-1 contact between pupils and staff, and staff members are clear about their responsibilities. E.g. that staff are never alone on a video call with a pupil.	<ul style="list-style-type: none"> • Addendum to safeguarding or remote learning policy (if you have one) - sets expectations and responsibilities for staff • Remote observations, virtual pupil pursuits, text chat logs, or recordings of video calls • 1-to-1 meetings between line managers and staff 	Policies in place and reflected in remote learning principles	G	
Exceeding expectations				
<input type="checkbox"/> All teachers have a suitable environment at home and in the classroom to broadcast live lessons and record video lessons. E.g. a neutral background that doesn't reveal anything about their home life.	<ul style="list-style-type: none"> • Recorded live lessons and videos • Availability of support for teachers • Records - show each teacher conducted a test call before recording or broadcasting to pupils • Positive feedback from parents about video lessons 	N/A		
<input type="checkbox"/> Devices that we've supplied to pupils include e-safety software which tracks the websites that pupils visit and blocks inappropriate content.	<ul style="list-style-type: none"> • Logs - show tests were conducted on a sample of devices before pupils received them • Logs of pupil web activity – show they've been blocked from accessing inappropriate content • Feedback from parents - show everything is working as intended 	N/a		

To find out more about how to build safeguarding into your remote learning set-up, have a look at our article [Remote learning: safeguarding pupils and staff](#).

Supporting families

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
<input type="checkbox"/> All parents understand: <ul style="list-style-type: none"> • What their children will learn, and what's expected from pupils and families • What will happen if pupils/parents don't meet these expectations • The support they can receive 	<ul style="list-style-type: none"> • Home-school agreement – shows parents have understood • Remote learning policy – is accessible to parents 	Principles of remote learning	G	
<input type="checkbox"/> Parents have everything they need to support their child's learning.	<ul style="list-style-type: none"> • Home-school communication – shows: <ul style="list-style-type: none"> • Staff have reached out to families on the first day of remote learning • Members of the senior leadership team have called parents to make sure staff have offered support during remote learning • Logs of parents' requests – show staff have, where possible, fulfilled requests for support (e.g. for devices or internet access) • Positive feedback from parents 	CPOMS	G	

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<input type="checkbox"/> Parents of disadvantaged pupils, and parents of pupils with English as an additional language (EAL), have the tools they need to support their children with home learning. E.g. instructions of how to log into the digital education platform or access work on the website, ideas of how to create a structured day and a calm environment to work in.	<ul style="list-style-type: none"> • The availability of clear instructions for parents and translations where possible • Logs – show staff have contacted parents to make sure they have what they need, and continue to do so 	CPOMS	G	Some families are struggling to access but support has been offered – not always taken up.
Exceeding expectations				
<input type="checkbox"/> Parents have access to tutorials or resources so they can help their child access remote learning.	<ul style="list-style-type: none"> • 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 (if you have one) 	Videos and guides available. A very low number of queries taken in the office	G	

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<input type="checkbox"/> Parents know how to create a learning environment suitable for their child and can support their child's learning.	<ul style="list-style-type: none"> • Home-school communication – shows the school has shared advice with parents on: <ul style="list-style-type: none"> • 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 (for KS2 pupils) • Additional learning resources and activities that they can complete with their child • Positive feedback from pupils and parents 	<p>Website contains resources links.</p> <p>Teachers on hand to advise via GC</p> <p>5Bs of remote learning</p> <p>Advice on learning environment not in place</p>	A	To add information on creating a quiet space to aid focus.

To find out more about how to support disadvantaged parents and parents of pupils with EAL with remote learning, have a look at our articles [Remote learning: how to keep pupils with EAL on track](#) and [Remote learning: how to support disadvantaged pupils](#).

Provision for pupils with special educational needs and/or disabilities (SEND)

CRITERIA	WHERE TO LOOK FOR EVIDENCE	NOTES ON EVIDENCE	RAG	NEXT STEPS
Expected				
<input type="checkbox"/> We've made reasonable adjustments to all our remote learning resources to suit pupils' individual needs.	<ul style="list-style-type: none"> • Teacher awareness of what pupils with SEND in their class(es) need for remote learning (e.g. that resources are printed on buff paper for dyslexic pupils) • Virtual pupil pursuits with pupils with SEND • Teachers' lesson plans 	Teachers aware of children on the SEND register and providing extra help as required. Additional call will be made on day 1 to ensure they have everything they need.	G	
<input type="checkbox"/> We've sent home any physical resources pupils need that help them with learning.	<ul style="list-style-type: none"> • Teachers or SENCO have sent home these resources (e.g. timetable strips, pencil grips, vocabulary charts, writing slopes, spell checkers, maths manipulatives and fidget toys) • Positive feedback from parents and pupils with SEND 	None requested – staff to check when calling SEND pupils' parents to agree support needed	G	

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<input type="checkbox"/> Parents of pupils with SEND feel reassured and confident supporting their child's remote learning. Parents know who they can ask for help or talk to if things aren't working.	<ul style="list-style-type: none"> • SENCO is in contact with all pupils with SEND (or their parents) at least twice a week to support their learning • Positive feedback from parents of pupils with SEND before, during, and after their period of learning remotely • Digital education platform (if you have one) – shows low number of queries sent to staff from parents of pupils with SEND, asking about accessibility features 	<p>SEND contact ad-hoc and not twice per week.</p> <p>Positive feedback from many SEND parents but not all</p>	A	Make contact early in isolation with all SEND parents
Exceeding expectations				
<input type="checkbox"/> Pupils with SEND 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.	<ul style="list-style-type: none"> • SENCO and staff have explored and implemented ways to continue each pupil's support structure (e.g. conducting 1-to-1 support on video calls) 	<p>1:1 support offered remotely for 2/3 EHCP learners.(1/3 is physical support only and therefore not required)</p> <p>Additional 1:1 and small group is offered for a wider range of pupils both ad-hoc and as part of planned interventions.</p>	G	

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<input type="checkbox"/> If we're using a digital education platform, our teachers, TAs, and SENCO are familiar with its accessibility features, so they can support pupils with SEND to use the platform.	<ul style="list-style-type: none"> • Use of features – Microsoft accessibility features such as picture dictionary and text to speech, or accessibility features • Staff have shared instructions on accessibility features, or shown pupils how to use them • Check-ins with teachers and TAs working with pupils with SEND - show that staff understand these features • Positive feedback from pupils and parents of pupils with SEND 	<p>DB shared info with all teachers and directed staff to resources appropriate for their learners' needs</p>	A	<p>Implement more regular checks of all children on SEND register.</p>
<input type="checkbox"/> We've adapted resources for pupils with SEND in ways that avoid increasing teacher workload.	<ul style="list-style-type: none"> • 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 	<p>Resources are very accessible – support offered via Google Meet to individuals and small groups to make this manageable.</p> <p>Occasional bespoke resources created as needed.</p>	G	

To find out more about how to support these pupils, have a look at our article [Remote learning: how to support pupils with SEND](#).