# Bolder Academy - Department for Education Audit Framework for Remote Learning

## Leadership

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

| 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 |
|---|---|---|---|---|
| **The plan**<br><br>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education. This provision meets and exceeds expectations for remote education set out by DFE.<br><br>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children | - There is clarity for all stakeholders, through communication in a timely manner, as to how we will cater for all students during this period.<br>- All students follow the full timetabled curriculum mirrored by school's timetable, which is being led by subject specialists. This also includes the use of interventions, e.g. literacy, numeracy and Speech and language.<br>- There is a clear and robust monitoring process so that students can be identified if they are not engaging with plans with | | 5 | |

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| and children with SEND), which is aligned as close as possible to the in-school curriculum.<br><br>The success of this programme has led to Bolder being asked to share expertise on a local level (Hounslow – Develop you're a Level teaching) and national level through subject networks. | alternative provision offered if required- e.g. in school provision.<br>- Opportunities for students to engage with extra-curricular activities and music through Hounslow music teachers, HPA still have their sessions and optional additional tasks are sent out for students to engage in.<br>- A focus on differentiation is evident in lessons. Intervention groups are set up for literacy, numeracy, EAL and Speech and Language. | | | |
| **Communication**<br><br>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.<br>The Headteacher takes a lead on communicating with parents and carers, providing timely updates. Communication is also tracked, so that we can ensure we are reaching all families.<br>The Deputy Headteacher takes a lead on communicating with staff. A rota has been provided on a weekly and daily basis. Regular updates on the successes of online learning also continue to take place. There is also regular whole school briefings on Microsoft Teams where key updates are shared.<br>The Headteacher is also in regular dialogue with the Chair of Governors to ensure all are aware of school developments. | - Stakeholders have been contacted via email and key messages are shared on Social Media.<br>- Key information is shared via the ParentMail App and is included in the monthly newsletter.<br>- Weekly emails and all staff briefings keeps staff up to date with expectations.<br>- Parents/carers are contacted when students are unsuccessful with fulfilling home learning expectations.<br>- Article posted on school website: http://bolderacademy.org/2020/07/02/home-learning/ along with a series of other helpful tips to support students online.<br>- Live assemblies – from 15/01, weekly assemblies are going to resume which can also help deliver key messages.<br>- SIMs texts and social media also used to enhance communication channels. | To consider:<br>Live form times – perhaps something to consider in the long term. | 5 | |
| **Monitoring and evaluating** | - A rota has been set up to ensure a fair, consistent and safe approach for staff expected on site. | To consider<br>A further survey could be sent for further feedback from staff – one survey has been | 4 | |

| The school has systems in place to monitor the impact of remote education. This includes:<br><br>• understanding the impact on staff workload and how to mitigate against it. This is supported through liaising with line managers, regular contact with senior leaders, and business manager who conducts regular risk assessments.<br>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts<br>• surveys to canvass staff and students opinion | - Staff continue with their weekly LMM and staff briefings. There are optional drop ins to discuss and strategize for students in specific groups e.g. EAL or PPG or for any student of concern.<br><br>- There are three options for the delivery of online lessons so staff can choose which best meets their individual requirements.<br><br>- A daily tracker is available for staff to upload attendance and engagement levels. Support staff are deployed to help follow this up. Staff can access their pupil data remotely.<br><br>- Several lessons are team taught which helps reduce the workload.<br><br>- Being Bold provision has been suspended during the home learning period which provides staff with extra time to complete tasks.<br><br>- Wellbeing Fridays occur with a different staff member leading a session on a specific focus. These sessions range in interests/topics to help ensure inclusivity.<br><br>- Well being practitioner and regular line management support continues.<br><br>- Additional risk assessments are in place for those who feel they would benefit from this.<br><br>- Webcams are expected to be on during team meetings to help staff feel connected. | conducted to date by Staff Governor and NEU rep and actions points such as asking all staff to not email after a certain time has been reinforced. | | |
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# Remote education context and pupil engagement

| 1.  Identify | 2.  Develop and plan | 3.  Implement | 4.  Embed | 5.  Sustain |
|---|---|---|---|---|
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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| **Home environment**<br><br>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.<br><br>The school supports pupils on how to self-regulate during remote education, including:<br><br>• understanding their strengths and weaknesses to improve their learning<br><br>• how to learn from home<br><br>• how to manage their time during periods of isolation<br><br>Where concerns are raised, the safeguarding team work through each concern and provide appropriate support.<br><br>Designated staff to continue to check in the vulnerable students. | - Surveys have been completed to identify gaps in internet connectivity and/or technology limitations. The school has provided students with devices and internet data to help resolve this.<br>- Tips are shared in the monthly newsletter surrounding home learning and online safety.<br>- Staff check in with a form group daily, often sharing their timetable to help students plan and tips for wellbeing. Staff have also set up calendar invites so that students can check this on their own devices.<br>- Staff follow up when work is not completed, which invites further conversations of support.<br>- Online guides are shared – staff are available for the hour of the timetabled lessons to provide further support.<br>- Some staff set optional tasks to complete that helps with learning and wellbeing.<br>- Staff send end of lesson reviews/quizzes/ AFL methods to check understanding, helping students to reflect on their lessons.<br>- Assessments are provided online which further helps this reflection and understanding of current strengths and weaknesses.<br>- Interventions for literacy and EAL have resumed. | Ensure new students are offered a strong initiation to remote learning- ensuring they are added to the relevant groups, had work and guides shared etc. | 4-5 | |

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| **Laptops, tablets and internet access**<br><br>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. | - Surveys have been completed to identify gaps in internet connectivity and/or technology limitations. The school have provided students with devices and internet data to help resolve this.<br>- All students have now received appropriate laptop or internet access support through help from DfE and local businesses (e.g. Sky)<br><br>- An email has been set up for all work enquiries to be sent. This allows for quick responses and resolutions. Vulnerable students are invited to come in to school with staff on rota. These students also have a weekly check in. | | 5 | |
| **Supporting children with additional needs**<br><br>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.<br><br>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs. | - Optional staff drop ins with resources shared with whole staff helps to ensure that students of different groups are being considered.<br>- Interventions continue with groups of students: speech and language is offered virtually, literature and EAL interventions are still offered for example.<br>- Differentiation will be evident in resources provided. Resources sent out in advance, challenge tasks, coloured backgrounds and large text etc.<br>- HPA groups still have extra provision during Being Bold hours to further challenge and develop their thinking.<br>- If students are not engaging well, parents/carers are contacted to identify and resolve the issues.<br>- Students have been offered devices to help them access online learning. | Continue with the CPD already on offer around differentiation to enable all SEND students learning experience to have a strong learning experience. | 4-5 | |

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| | - Students were made familiar with the online platforms prior to lockdown. They have been shared guides and tips have been included in the newsletter for parents too.<br><br>- The website also details online provision so parents are familiar with how they can support. | | | |
| **Monitoring engagement**<br><br>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. | - There is a tracker on Teams which staff update at the time of the current lesson, giving support staff time to contact home. Levels of engagement are also tracked. Again staff contact home when this is a concern.<br><br>- Communication is most often carried out whilst the lesson is on and if it's regarding engagement within that week so the students have the chance to catch up before the next lesson.<br><br>- The system is RAGged so visually this is very clear and it provides a good picture in case there are concerns.<br><br>- There are methods used to check engagement to help ensure students are participating and not just logging on. | | 5 | |
| **Pupil digital skills and literacy**<br><br>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | - Staff experiment and discuss strategies to assist pupil's digital literacy.<br><br>- Guides are provided for students.<br><br>- An email has been set up for the sole purpose to resolve home learning issues.<br><br>- There are drop in sessions and context sheets available outlining SEND needs to help staff plan and cater for these.<br><br>- If technology is a concern staff contact home to help talk through the issues. In school provision is also offered. | Staff to continue to share ideas with how to make remote learning accessible to students with SEND needs.<br><br>Staff to then implement the strategies shared. | 4 | |

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| | - There are check ins with SEND and vulnerable students.<br>- Interventions with students are continuing.<br>- Focus group set up from Wednesday 20th to look at strategies at supporting SEND students | | | |

# Curriculum planning and delivery

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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| **Minimum provision**<br><br>School sets work that is of equivalent length to the core teaching pupils would receive in school | - Student's timetable is mirrored with the school day – with breaks and lunch included.<br>- These lessons most often include a live element and are led by subject specialists. | Academy could consider unplugged resources for when students lose internet connectivity/ technology access. However given the success of rolling out laptops and routers, this does not appear needed. | 5 | |

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| in an appropriate range of subjects, and as a minimum:<br><br>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children<br>• Key stage 2: 4 hours a day<br>• Key stages 3 and 4: 5 hours a day | - Extra tasks and opportunities are also sent out.<br><br>- HPA and intervention provision is still continuing.<br><br>- Students not engaging with the expectations have emails or calls home.<br><br>- Assessments are provided. | | | |
| **Curriculum planning**<br><br>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.<br><br>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. | - Staff are delivering a high quality curriculum consistent with their cycle content – albeit adjustments may have to be implemented.<br><br>- Staff are encouraged to continually reflect on their provision and recognise any implications for future plans. This is evident in the assessment procedures.<br><br>- The timetable for the day mirrors the timetable at school.<br><br>- Assessments are planned which covers the cycles content.<br><br>- Staff will identify gaps and opportunities where this can be later rectified. | To keep reflecting on changes. Perhaps an end of remote learning plan (similar to last year) reflecting on any changes that were made or need to be made. | 4-5 | |
| **Curriculum delivery**<br><br>The school has a system in place to support remote education, using curriculum-aligned, resources.<br><br>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 | - Staff are given an option of three choices for online delivery. This could be live lessons, pre-corded lessons of themselves delivering, or using other educational providers such as Oak National Academy.<br>- Lessons are shared on Teams with the expectations that the class teacher has.<br>- Registers are done during the lesson and follow up calls are then made.<br>- After the lesson engagement is recorded and follow up calls are made. | | 5 | |

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| time given for pupils to complete tasks and assignments independently.<br><br>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND. | - Students have quizzes/reflection tasks to check understanding and staff can use these to gauge engagement.<br>- Students have directed time to complete the tasks during the lesson time – the timetable mirrors their in school timetable.<br>- Intervention sessions are provided.<br>- Extra resources for highly engaged students are provided. | | | |

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| **Assessment and feedback**<br><br>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.<br><br>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. | - Tasks are set for the lesson and an end of lesson survey/quiz is then carried out by the students. This helps teachers identify strengths and weaknesses, which can then be used for future planning.<br>- Quizzes are self-marked so students receive instant feedback.<br>- During lessons students are encouraged to type or say answers allowing staff to provide feedback and identify any misconceptions.<br>- Some staff are following typical lesson style including the use of a quiz it which is another opportunity to check learning.<br>- Assessment procedures have been discussed and will be implemented. This will reflect learning both in school and in lockdown. Students will receive feedback a week after in feedback week. The assessment week is scheduled for 25<sup>th</sup> January | Staff to continue to experiment and share AFL methods. | **4-5** | |

# Capacity and capability

Schools support staff to deliver high-quality remote education.

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| **Effective practice**<br><br>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. | - Senior Leaders are clear on expectations and directives from the DfE. They share best practice within the borough, and collaboratively support one another in ensuring all requirements are in place.<br>- Staff review compliance with school procedure through regular audits and quality assurance.<br>- Staff are informed of key requirements through weekly emails and best practice.<br>- Monitoring of provision also takes place at subject level and senior level. | Continue to ask DFE for further guidance when needed to ensure SLT capacity is not impacted negatively eg lateral flow test – Head lobbied DFE when lack of information. | 5 | |
| **Staff capability** | - Staff have a work laptop where they can access necessary resources from. | | 5 | |

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| Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.<br><br>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.<br><br>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. |  A school site is also available if there are challenges at home – e.g. loss of internet.<br>- Staff have been assisted with online delivery through meetings and the sharing of guides.<br>- There are drop in sessions for further support as and when required, including specific focuses on SEND students.<br>- Good practice has started to be shared every Monday.<br>- When good practice is identified this is shared in LMM to then share further.<br>- LMM occur weekly so that challenges and solutions can be discussed with online learning.<br>- Virtual meetings/CPD is delivering weekly to help staff adapt to online learning and its expectations. | | | |
| **Strategic partnerships**<br><br>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the [EdTech Demonstrator Programme](#) and curriculum hubs. | - Staff share best practice in Monday briefings.<br>- Staff are encouraged to observe one another. Training and newly qualified staff are encouraged to observe two staff delivering virtual lessons and then share reflections and learning points from these.<br>- Staff are sent tips for online learning. This might be emailed to HoDs to distribute or posted on the Teams group.<br>- Several staff are active on SM promoting and sharing good practice.<br>- Several staff belong to networks or are network leads which discusses and shares good practice.<br>- Several staff are engaging in CPD to further develop their teaching practice.<br>- CPD and focused meetings are continuing virtually at least once a week. | | 5 | |

# Communication

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

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| **Realistic expectations of pupils, parents and carers**<br><br>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.<br><br>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). | - There is a monthly newsletter which issues key communication points.<br>- The Parent Pay App is used to convey key messages as is social media.<br>- Information around expectations can be found on the school website.<br>- When there are concerns parents are individually contacted.<br>- Students have been given guides and should be familiar with the software. The teaching staff are available during the timetabled lesson to offer further assistance when needed.<br>- Students know the expectation is to follow the school timetable and that contact home is made when the expectations are not reached. | Ensuring there is provision for new students prior to them starting e.g. induction programme set up. | 5 | |

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| | - Students are sent daily positive emails which helps to reinforce expectations and celebrate and highlight strong behaviour. | | | |

| School community events<br><br>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. | - Live lessons are offered in several subjects allowing students to interact with one another. Lessons are carried out every day, mirroring the timetable that they follow in school.<br>- Students belong to teams groups where they can interact with their peers. This might be by talking with their microphones on their groups or posting in the chats.<br>- Students are sent daily emails as a form which celebrates their successes.<br>- Student work is celebrated in the monthly newsletter.<br>- Interventions are continuing for students who engaged with these in school.<br>- Students work is celebrated during assemblies | Further interactive opportunities for students – e.g. through assemblies or team work projects. | 4-5 | |

# 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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| Ensuring safety<br><br>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. | - Emails are set up where students/staff can email concerns too.<br>- When in school students and staff are tested and guidelines are adhered to with wearing masks, keeping a safe distance etc.<br>- CPOMS is used to report concerns.<br>- Vulnerable students have a weekly check in. | | 5 | |
| **Online safety**<br><br>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. | - Good practice is shared every Monday for ideas and inspiration of how to deliver a remote lesson which will align with safeguarding expectations.<br>- Guides and further support has been sent to staff with how to set up appropriate settings on lessons.<br>- In the newsletter there is a designated section to keeping children safe when online.<br>- Staff are readily available for the period of the lesson for students to check in with. This can help resolve any issues or prevent practices which might be deemed unsafe.<br>- The tracker and reporting systems helps staff follow up when a concern about unsafe behaviour is flagged.<br>- Student's permissions and rights are restricted. | Continue to ensure all staff are aware of the importance of online safety. Top tips should also be shared / reminders provided to students. | 5 | |

| Wellbeing | | | |
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| Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.<br><br>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. | - Staff send a daily email to their form. This has a positive focus and often includes wellbeing reminders.<br>- Vulnerable students have a weekly pastoral call.<br>- Non-engaged or absent students are contacted and/or their carers are contacted.<br>- There has been wellbeing CPD and staff can utilise this training if/where appropriate.<br>- Optional wellbeing tasks are sent for students to complete.<br>- Staff through virtual suggestion boxes – and communication with staff governor and NEU rep – have been encouraged to feedback any further help that could be provided. | Review the Anna Freud programme<br><br>Continue to work and expect provision to be put into place by Social Services when concerns are raised. | 5 |
| Data management<br><br>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | - Guidance about GDPR has been sent to staff. This can be seen in a week ahead. Emails have been set up with stronger security measures – two factor authentication needed.<br>- Work Laptops are used and these are password protected.<br>- Significant concerns are logged onto a safeguarding website: CPOMS and are not made available for everyone to see.<br>- When staff are sharing practice of good work in newsletter only the first name and first letter of surname is present.<br>- There is a staff only drive to share resources.<br>- Expectations have been shared with lessons – e.g. plain background, students have microphones off. | Staff to read and remind themselves of GDPR compliance. | 4-5 |

| **Behaviour and attitude**<br><br>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | - Students are expected to attend lessons with mics and cameras off – unless instructed otherwise. No student has turned their webcam on during lessons.<br>- Students are given clear instructions with expectations – e.g. post in the chat box, or unmute your mic to answer. Students respect and follow this consistently.<br>- Staff are quick to resolve issues, keeping evidence and contacting home for support.<br>- Staff set up restrictions on their meetings and groups to limit the temptations/ability to disobey the expectations. Tips and advice is shared to help maximise the quality of provision.<br><br>Students failing to engage or behave inappropriately are reported to SLT to follow up further.<br><br>Lateness or other concerns are also reported on the tracker to allow for easy monitoring and follow up. | There could be a need to look further into sanctions if problems/issues were to start arising. These then will be communicated with staff to ensure a consistent approach. | 4-5 | |