



- 1 – Identify (not yet in place)
- 2 – Develop and Plan (identified gaps but a plan is being developed to address them)
- 3 – Implement (In the process of implementing systems and practices to address this)
- 4 – Embed (Practices and systems are in place with minor gaps)
- 5 – Sustain (Practices and systems are fully embedded, and there are examples of best practice)

Area of Provision	Evaluation	Comments	Actions
A: LEADERSHIP <i>School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.</i>			
1. Remote education plan <ul style="list-style-type: none"> • 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. • 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 closely as possible to the in-school curriculum. 	5	There is a clear expectation for all teachers to deliver high quality remote education. This has been communicated to staff and parents. CWA monitors quality of teaching and learning and reports to SLT on a regular basis.	Maintain high level of expectation. Continue to access DfE/LA guidance on the delivery of remote education
2. Communication <ul style="list-style-type: none"> • Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education. 	5	All stakeholders are aware of the school’s approach and rationale. Remote Education Policy was launched in June 2020 in the first lockdown and adaptations have been made to incorporate changes required in the face of periods of pupil and staff self-isolation in the autumn term 2020. Additional refinements have been made following the latest period of	Maintain communication with all stakeholders. Continue to send regular updates to parents via ParentMail, whole staff email and through governors’ meetings.

		lockdown since Christmas 2020.	
3. Monitoring and evaluating <ul style="list-style-type: none"> The school has systems in place to monitor the impact of remote education. This includes: <ul style="list-style-type: none"> i. understanding the impact on staff workload and how to mitigate against it ii. staffing changes iii. having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	4	Well-established channels of communication exist between senior colleagues and staff to monitor the impact of workload. Following return to school after the Christmas break, staff absence and illness due to Covid are low (closely monitored by well-established admin system).	Maintain communication with staff and monitor arrangements for managing staff absence.
B: REMOTE EDUCATION CONTEXT AND PUPIL ENGAGEMENT <i>The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.</i>			
1. Home environment <ul style="list-style-type: none"> 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. The school supports pupils on how to self-regulate during remote education, including: <ul style="list-style-type: none"> i. understanding their strengths and weaknesses to improve their learning ii. how to learn from home iii. how to manage their time during periods of isolation 	4	The Personal Development Programme has addressed some of these areas. Additionally, form tutors are in contact regularly to identify any issues with pupils falling behind in their learning, missing lessons or not having the equipment required to actively take part in lessons. Key members of staff are deployed to maintain regular contact with vulnerable pupils or hard to reach families.	More advice and guidance needed for pupils on how to learn from home. Explore opportunities through the PD programme.
2. Laptops, tablets and internet access <ul style="list-style-type: none"> 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. 	5	SLT are in regular contact with parents and has supported	Key pastoral staff to maintain close links with

<ul style="list-style-type: none"> 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>pupils in a variety of ways including the issuing over 30 laptops, printers, Wi-Fi and ink cartridges. A significant number of vulnerable pupils attend school on a regular basis and are closely monitored and supported by key pastoral staff.</p>	<p>vulnerable pupils and their families.</p>
<p>3. Supporting children with additional needs</p> <ul style="list-style-type: none"> 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. 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. 	<p>5</p>	<p>TA's are in school on a regular basis to support pupils with additional needs. Pastoral staff including PHI/HMO and HOY are in regular contact with the pupils identified as SEND, PP or who have additional needs. Individual interventions have taken place for some pupils including modification of the timetable.</p>	
<p>4. Monitoring Engagement</p> <ul style="list-style-type: none"> 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>3</p>	<p>Attendance registers are accessed via Teams Insight for 'live' lessons. Parents and LM are informed of pupils who regularly miss live lessons. Pastoral Support (PHI) is in contact with pupils causing the most concern. Data collated on the levels of engagement in Year 10 during Lockdown 1 and plans to repeat for the</p>	<p>Systems of monitoring the engagement of other remote learning needs monitoring. Plan to develop more centralised system for gathering daily engagement data and contacting of pupils / parents to report on and investigate</p>

		other years through DC2. Postcards sent to 77 pupils with the highest level of engagement in Year 10	reasons for low engagement
<p>5. Pupil Digital Skills and literacy</p> <ul style="list-style-type: none"> The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. 	5	HOY and Form Tutors have regular contact with pupils and address concerns over use of technology for remote learning. Paper copies of some resources have been made available where necessary. TA's support several pupils in school with provision of headphones and organisation for effective online learning.	
<p>C: CURRICULUM PLANNING AND DELIVERY <i>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.</i></p>			
<p>1. Minimum Provision</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> i. Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children ii. Key stage 2: 4 hours a day iii. Key stages 3 and 4: 5 hours a day 	5	All pupils are expected to follow their individual timetable during the day which enables statutory requirements to be met.	Maintain this expectation. Review with HoDs in regular HoDs meetings and in line management meetings with SLT link.
<p>2. Curriculum Planning</p> <ul style="list-style-type: none"> The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. 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. 	4	Teachers are teaching to the Curriculum Plan in all areas (exceptions where it is unsafe or impractical to do so). Heads of Department have reviewed both content and sequencing of curricula to adapt	Continue to teach to the Curriculum Plan and make appropriate adjustments where necessary

		delivery for remote requirements.	
3. Curriculum Delivery <ul style="list-style-type: none"> The school has a system in place to support remote education, using curriculum-aligned resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND. 	5	All the bullet points are in place and communicated to pupils and parents. Best practice is being shared on a daily basis. Staff are attending virtual CPD to further enhance their remote learning skills.	Maintain the delivery of high quality remote learning and encourage staff to continue to share their successes.
4. Assessment and Feedback <ul style="list-style-type: none"> The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. 	4	Staff are expected to assess learning and feedback to pupils. Many are using the features of Teams to do this. Some are developing the use of platforms like Spiral.ac or Seesaw. A number of staff have demonstrated or explained various examples of good practice. Additionally, DC2 will collect a snapshot of summative learning and progress. Reports will be issued to all year groups during Jan/Feb	Work with HoDs to investigate further how the school can better monitor assessment and feedback. Keep changes in line with aims of maintaining staff well-being
D: CAPACITY AND CAPABILITY <i>Schools support staff to deliver high-quality remote education.</i>			
1. Effective practice <ul style="list-style-type: none"> 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. 	5	Regular communication. Support available. Sharing good practice. CPD advertised regularly.	Setup Remote Learning Working party under the guidance of AHT for T and L.
2. Staff capability <ul style="list-style-type: none"> 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. 	4	Inset days and Twilight sessions have been devoted to 'skilling up'	Continue to support the needs of the staff

<ul style="list-style-type: none"> • 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. • Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. 		<p>teachers for remote and blended learning. In school support has been available with teacher led CPD on Teams and Google Classrooms. Daily updates of good practice across the school. Additional spending has been sanctioned to purchase additional online resources, for example, E-Library, Kerboodle and Cahoot.</p>	<p>in delivering high quality remote learning.</p>
<p>3. Strategic partnerships</p> <ul style="list-style-type: none"> • 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. 	<p>5</p>	<p>Best practice shared regularly. CPD delivered in house and by Edge Hill University, EdTech Demonstrator School Programme and Oak Academy CPD has been accessed.</p>	<p>Continue to share best practice across the school and through local and Archdiocesan networks.</p>
<p>E: COMMUNICATION <i>The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.</i></p>			
<p>1. Realistic expectations of pupils, parents and carers</p> <ul style="list-style-type: none"> • 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. • 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>4</p>	<p>Guidance has been produced on the school website for parents. Pupils are aware of the standards and expectations. Regular updates are provided by the Headteacher.</p>	<p>Provide regular guidance and reminders to parents and pupils.</p>
<p>2. School community events</p> <ul style="list-style-type: none"> • 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>5</p>	<p>Assemblies and Breakfast with God is an opportunity to maintain a sense of community. On line events have been organised by the Performing Arts</p>	<p>Continue to adapt and deliver whole school events through virtual means to maintain or</p>

		<p>department – A Christmas Concert. Additionally, key whole school events have been delivered through virtual means, including Open Evening, Parents’ Evenings, Masses and Transition events.</p>	<p>enhance the school’s ethos.</p>
<p>F: SAFEGUARDING AND WELLBEING <i>Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.</i></p>			
<p>1. Ensuring safety</p> <ul style="list-style-type: none"> • 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>5</p>	<p>CPOMS remains an effective way of communicating and responding to safeguarding concerns. The DSL and back up DSL are able to address any safeguarding concerns promptly. The DSL is also in daily communication with the school office to monitor the vulnerable pupils working both at home and in school. Strong links with outside agencies have been maintained.</p>	<p>Maintain current good practice</p>
<p>2. Online safety</p> <ul style="list-style-type: none"> • 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>5</p>	<p>Online platforms have been reviewed to ensure that they are suitable for our staff and pupils. These selected online platforms use a school account (email) and not teachers’ or pupil’s personal accounts.</p>	<p>Continue to update school website with Online Safety information to help support staff, pupils and parents.</p>

		<p>To ensure professional boundaries remain in place, live streaming and recording have been assessed for risks and the appropriate procedures put in place. These have been made known to both staff and pupils. All staff are aware of the procedures to report online safeguarding incidents – please see above.</p>	
<p>3. Wellbeing</p> <ul style="list-style-type: none"> • Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. • There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. 	<p>5</p>	<p>Statutory vulnerable pupils are contacted verbally on a daily basis. In addition, All Hallows have a regularly updated additional VP list. These also receive daily verbal phone contact. Form tutors remain in regular e-mail contact with their form groups. Live lessons also allow teachers to judge how pupils are on a weekly basis. In addition, the school counsellor, chaplain and pastoral assistant are offering a mixture of face to face, e-mail and phone support. The Pastoral team have undergone lockdown training from Lancashire Emotional Health in</p>	<p>Maintain current good practice and continue to engage in CPD opportunities through the LEHSS service</p>

		<p>Schools Service. PHI has become a trained Mental Health First Aider. The DSL shares regular updates via Parentmail about Mental Health support from Kooth, Change Talks and from school.</p>	
<p>4. Data management</p> <ul style="list-style-type: none"> The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). 	<p>5</p>	<p>A data protection impact assessment to identify and minimise risks has been conducted. All service providers have sufficient guarantees that they are GDPR-compliant Privacy notices have been updated to reflect data sharing with the service. Only the personal data that the service needs to work is shared. Staff are able to access personal data on a secure cloud service, so they're not keeping any data on their devices. Laptops have been provided by school to some staff and pupils. All devices contain anti-virus software on. Staff and pupils are told to add a password to the device to ensure enhanced security. All staff have been given data protection training</p>	<p>Staff to be reminded of how to keep their data and devices safe such as; keeping the device password-protected, encrypting the hard drive, making sure the device locks if left inactive for a period of time, avoid sharing the devices among family or friends, installing antivirus and anti-spyware software as well as keeping operating systems up to date.</p>

		by the DPO (CTH), so they know what steps to take should a breach occur.	
<p>5. Behaviour and attitude</p> <ul style="list-style-type: none"> • There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. 	5	There is a code of conduct for remote lessons that follows the same principles as the Stage System. Staff are able to use 'Synergy' to record both rewards and sanctions remotely. LMs are able to monitor Synergy and contact the parents of pupils who are not behaving in online lessons. SLT line managers will also get involved should any serious breaches of the code of conduct take place.	