

**Remote Learning – Possible Questions for Governors**

*Governors should be aware of the statutory expectations for remote learning (for further details, see: “Remote Learning – Summary for Governors”). Governors will want to support and challenge school leaders around how they are working to meet these expectations. This document presents a range of possible questions to support governors in this regard.*

*From 25th January, it is a statutory expectation for all schools to publish a summary of information about their remote learning offer on the school website to explain their approach to parents.* ***It is recommended that governors refer to this as a starting point for understanding the school’s approach to remote learning.***

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| **Leadership Questions** |
| Who is leading Remote Learning at the school? What is the Headteacher and SLTs role and oversight of Remote Learning? |
| What have leaders done to ensure all staff understand expectations for remote learning? Is a clear policy or procedure in place? |
| What is it like for the teachers who are delivering remote learning? How are they managing? How are leaders being mindful of the challenges (including workload) and providing support? |
| Does the school provide the minimum expectation of:   KS1: 3 hours of remote learning per day, on average, across a week (eg, this may be 2.5 hours for Y1 and 3.5 hours for Y2)  KS2: 4 hours of remote learning per day  How do school leaders know this? What information is being collected about pupils’ access to remote learning? (This may lead to follow-up questions). |
| How do leaders assure themselves about the **quality** of remote learning? How do they check it? (eg, observing live lessons, checking the quality of resources used) |
| What steps has the school taken to communicate remote learning expectations to parents? What support is provided to parents who might be struggling to access remote learning? |
| Has the school published the statutory statement on the website (deadline 25th January) to inform parents about the remote learning offer? |
| **Uptake and engagement** |
| Has information been collected about families’ access to technology? What does this tell us?  Has the DFE scheme provided the school with enough laptops? How many pupils do / do not have access to a laptop? |
| Does the school have a clear system for checking the uptake of remote learning that gives them a strategic oversight?  This is likely to include:   * Number of Pupils who are accessing remote learning in any form. * Number of Pupils who are accessing the required minimum of 3 or 4 hours of remote learning each day (dependent on year group) * Number of Pupils who are accessing online learning/live lessons. |
| Has the school reviewed its information about uptake? What does it tell them? Are any actions required? |
| How does the school check whether pupils are engaging with their work? Are there systems for daily checking? (The DFE requirement).  Is there a clear approach to working with families where engagement is a concern? |
| **Organising Learning (including communication)** |
| How does the school ensure that pupils and families know:   * What work they are expected to do? * When they should do it? * Any other expectations around the work? * How they can get support for the work if they need it? |
| Does the school use a digital education platform to support this (including setting work and communicating with pupils)? What training have staff received so they are confident with using this? |
| Does the school have a clear approach to timetabling remote learning? (It may be useful to look at examples and ask questions) |
| **Teaching, Learning and Assessment** |
| What is the ‘curriculum’ like for pupils who are taught remotely? What subjects are they taught (and not taught)? Why have these decisions been made? |
| When pupils are learning at home are they learning the same curriculum as pupils in the same year group who are being taught at school (insofar as reasonably practicable)? |
| How do teachers know whether or not pupils are learning and how well they understand their learning? What approaches are used to know if pupils are making progress? |
| How would a teacher know if a pupil was stuck? What would they be able to do to adjust their approach to support them? |
| How do teachers provide feedback to pupils about their work and learning? (NB: DFE requirement is to provide feedback “at least weekly” and that this may be “digitally facilitated” or “delivered to the whole class”) |
| Where live lessons are used – why have these particular subjects or lessons been chosen? |
| What approaches are used to motivate and encourage pupils? How are teachers maintaining a positive relationship with the pupils in their class? (Through live lessons or other approaches). |
| **Safeguarding and Remote Learning** |
| What policies and procedures have been adopted to ensure remote learning is safe (including online learning)? How have these been communicated to staff and families? |
| Does the school have a clear approach for pupils who are not attending school or accessing online/live lessons (and therefore not visible to school staff? How are these pupils regularly checked upon (in line with the safeguarding policy annex)  Are records kept of these checks? Are there any current concerns? |
| Is a clear record kept showing which pupils have accessed ‘live’ online lessons when they have happened (ie: an attendance register)? Do leaders have oversight of this? |
| Is guidance given to families about appropriate behaviour and conduct for remote learning, including live lessons where these are used? (eg, home-school agreement; guidance about appropriate locations for live lessons). |