



The Jubilee High School

# Remote and in-school provision review

February 2021

## Contents

Scoring.....	4
Leadership.....	5
Plan .....	5
Communication.....	6
Monitoring and Evaluation .....	7
Remote education context and pupil engagement.....	9
The home environment .....	9
Laptops, tablets and internet access .....	10
Supporting children with additional needs.....	11
Monitoring engagement.....	12
Pupil digital skills and literacy .....	13
Curriculum planning and delivery .....	14
Minimum provision.....	14
Curriculum planning.....	15
Curriculum delivery.....	16
Assessment and feedback.....	17
Capacity and capability .....	18
Effective practice .....	18
Staff capability .....	19
Strategic partnerships.....	19

Communication.....	20
Realistic expectations of pupils, parents and carers.....	20
Shared community events .....	21
Safeguarding and wellbeing.....	21
Ensuring safety.....	21

## Context

The school has built on its experience of full and partial closure

## Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

<b>1. Identify</b>	Not yet in place or there are major gaps.
<b>2. Develop and plan</b>	Identified gaps but a plan is being developed to address them.
<b>3. Implement</b>	In the process of implementing systems and practices to address this.
<b>4. Embed</b>	Practices and systems are in place with minor gaps.
<b>5. Sustain</b>	Practices and systems are fully embedded, and there are examples of best practice.

## Leadership

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

### Plan

Approach	Strengths	Gaps	Score
<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>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.</p>	<ul style="list-style-type: none"> <li>● Remote education is fully live for all year groups. Y7-11 experience 5 50 minutes lessons of live teaching per day (representing an adapted timetable) with all year groups receiving the curriculum that they would do in school. Students are able to continue to access some practical learning in subjects such as Art, Drama, Dance and PE.</li> <li>● Remote lessons follow the JHS lesson structure expectation therefore mirroring the quality of education that students would receive in school.</li> <li>● Comprehensive tutor time program that reflects pre-lockdown expectations.</li> <li>● Quality of Education lead (Louise Connarty, AHT) has overall responsibility for provision, quality assurance processes include:               <ul style="list-style-type: none"> <li>- Support teachers in every lesson to enhance the learning experience through providing continued CPD opportunities to ensure high expectations of the remote learning provided.</li> <li>- Supporting middle leaders to ensure the quality of provision being offered</li> <li>- Gathering of best practice to share in staff training</li> </ul> </li> </ul>	<p>Training for support staff has been limited- further development of this will allow greater support for SEND students.</p> <p>Further support for SEND in accessing remote education.</p> <p>Further development of the CPD programme to support increasing engagement and therefore attendance to live lessons (ongoing).</p>	4

## Communication

Approach	Strengths	Gaps	Score
<p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<ul style="list-style-type: none"> <li>● Social media coordinator- ensures regular updates of information through the use of Twitter.</li> <li>● Use of the school website including:               <ul style="list-style-type: none"> <li>- Up-to-date timetable indicating lesson times, teaching and support staff</li> <li>- Letters</li> <li>- Policy updates</li> <li>- Wellbeing support and advice</li> </ul> </li> <li>● Introduction of tutor 3 times a week which includes a message Monday to ensure that students receive up to date communication.</li> <li>● Tutors make contact with students weekly and daily where required via phone and email. With HOYs and keyworkers also following up with the most vulnerable students.</li> <li>● Live parents evenings are now occurring to ensure updates on students progress continue.</li> <li>● LGC meetings continue regularly and LG's meet with key members of SLT/ML's to discuss areas of focus based on SDP</li> </ul>	<p>Clear links to support for SEND and vulnerable students.</p> <p>Further development of the school website to ensure further clear updated information.</p>	<p>4</p>

## Monitoring and Evaluation

Approach	Strengths	Gaps	Score
<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 staff workload and how to mitigate against it</li> <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>	<ul style="list-style-type: none"> <li>• Teacher workload is closely monitored with the introduction of 50-minute lessons and two 20-minute breaks in order to reduce screen time.</li> <li>• Line management is used to check in on staff and offer support in regard to wellbeing. Staff that have been identified as struggling receive regular check-in emails and or phone calls.</li> <li>• Staff surveys on wellbeing carried out prior to lockdown have been used to improve wellbeing.</li> <li>• Staff absence is monitored using the usual school protocols.</li> <li>• Attendance system in place using SMHW which is linked to SIMs to track attendance.</li> <li>• HOY/ HODs and SLT are monitoring the attendance of students in their department and undertaking communication with parents when necessary.</li> <li>• Blended learning has been implemented to ensure that students are able to have access to subject specialist teaching when staff are self-isolating.</li> <li>• Classes have been combined to ensure that students where possible can have access to subject specialist teaching and to support workload in regards to cover.</li> <li>• A range of systems are in place allowing students to submit their work in formats that take into account their technological situation at home (emails, photographs, teams submission)</li> <li>• Students continue to be motivated through a variety of methods (the schools praise system at KS3 continues to be used, Twitter is used to display the fantastic work students are doing and HOYs use email communication to praise).</li> </ul>	<p>Further development of a learning walk system to ensure quality of provision.</p> <p>A staff survey this half term to be carried out to identify further areas of development in regard to wellbeing.</p> <p>Further development of a learning walk system to ensure quality of provision.</p>	<p>4</p>

	<ul style="list-style-type: none"><li>• Heads of department and their line managers monitor the remote learning offered in their subject areas. This is fed back to the Quality of Education Lead through LiM forms.</li></ul>		
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## 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.

### The home environment

Approach	Strengths	Gaps	Score
<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>	<ul style="list-style-type: none"> <li>• Vulnerable students are also well known to the wellbeing team who make regular contact to offer support.</li> <li>• Provision for counselling and mentoring provided by East2West, Keyworkers as well as contact from DSL where necessary.</li> <li>• Timetabled wellbeing tutor sessions and assemblies highlight support channels for students.</li> <li>• Published home learning booklet on the website gives a guide for learners on best practice along with activities promoting wellbeing on the website.</li> <li>• Meta-cognition and self-regulation is becoming a key feature of the curriculum.</li> <li>• Teachers have received CPD to ensure that curriculum delivery is adapted to meet the needs of the range of technology available to students at home.</li> </ul>	<p>Tutor time sessions to support students in understanding how to effectively work from home and managing their workspace and time.</p> <p>Further utilise social media more productively to promote student wellbeing.</p>	<p>4</p>

## Laptops, tablets and internet access

Approach	Strengths	Gaps	Score
<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>	<ul style="list-style-type: none"> <li>▪ Access to the internet and suitable devices is identified through:               <ul style="list-style-type: none"> <li>○ A September tutor survey</li> <li>○ Contact from tutors/HOYs</li> </ul> </li> <li>▪ Where no attendance has been registered, contact to home is made. This has identified some gaps in access which have now been resolved where possible.</li> <li>▪ DFE laptops and spare school-owned laptops issued to learners without devices (58). Where these are not used, they are reclaimed and redistributed.</li> <li>▪ SBL places have been provided to those students who are vulnerable.</li> <li>▪ Internet dongles have also been distributed to ensure access to lessons.</li> <li>▪ Students and parents who are struggling to access Teams have been offered phone support from HOY.</li> </ul>	<p>Shortage of laptops nationally. Further outreach to the community to ensure that students</p> <p>Internet access is available through phone providers at little or no cost for vulnerable families. Further awareness needed in regards to students internet connections in order to make effective use.</p>	4

## Supporting children with additional needs

Approach	Strengths	Gaps	Score
<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 remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<ul style="list-style-type: none"> <li>• EHCP students have been allocated TA support across their core subjects and in some EBAC lessons.</li> <li>• SEND department contact the parents of the SEND students weekly to discuss any issues.</li> <li>• Keyworker sessions in place when needed to support SEND and SEMH needs.</li> <li>• SEND students have regular contact with their key workers and tutors to ensure there is support for their learning.</li> <li>• East to West sessions continue to take place for students.</li> <li>• Setting occurs in all years for all core subjects.</li> <li>• The JHS lesson structure is in place with the use of 'zones' to ensure that Differentiation is in place so that there is appropriate challenge for all students.</li> <li>• DAS student's attendance monitored by SLT- a clear structure is in place follow up with those who have the least attendance.</li> </ul>	<p>Further develop training for TA's so that they can offer effective support for SEND students.</p> <p>Further development of TA support to increase the amount of support SEND students are receiving.</p>	3

## Monitoring engagement

Approach	Strengths	Gaps	Score
<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>	<ul style="list-style-type: none"> <li>● Registers are taken by support through the use of the SMHW attendance app every lesson giving accurate attendance data into SIMs– HOYs then distribute call lists to tutors who follow up on the attendance.</li> <li>● Attendance data is also distributed to the SEN and DAS teams so students and parents can be supported by key workers and mentors.</li> <li>● SMHW is available for parents to be able to view their child’s attendance.</li> <li>● HODs also utilise the SMHW app to support their departments with following up with students who have poor attendance in particular subjects.</li> <li>● Assignments are used in a wide range of lessons to monitor engagement and levels of understanding.</li> <li>● Teachers use features of Teams (chat, hands up) to encourage participation</li> <li>● Where options for contact with home have been exhausted, DSL phone calls and meetings are arranged, letters sent and EWO involved if required.</li> </ul>	<p>Target attendance to lessons is 95% for all learners.</p> <p>Students rewards to be developed for attendance.</p>	<p>4</p>

## Pupil digital skills and literacy

Approach	Strengths	Gaps	Score
<p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<ul style="list-style-type: none"><li>• All remote provision offered through Microsoft Teams. Students have received initial or refresher training in the autumn term (including Y7) in anticipation of a further lockdown.</li><li>• Tutor programme pre-lockdown gave refresher tutorials on MS Teams for all students.</li><li>• Guidance available through remote learning guide on the website for parents and carers.</li><li>• Letters home and policy addendums make the expectations clear.</li><li>• Support has been made available for those students with SEN needs to ensure that they are able to access the remote education.</li></ul>	<p>Use of tutor time to improve students use of digital literacy with office 365 programmes.</p>	<p>4</p>

## 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.

### Minimum provision

Approach	Strengths	Gaps	Score
<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 stages 3 and 4: 5 hours a day</li></ul>	<ul style="list-style-type: none"><li>• Years 7-11 receive 5 50 minute lessons a day following their normal school timetable to ensure full curriculum coverage.</li></ul> <p>Each lesson should include:</p> <ul style="list-style-type: none"><li>○ Differentiated activities through 'zoned'</li><li>○ Independent ALT learning time</li><li>○ Opportunities for retrieval practice through the use of a 'do it now' task.</li></ul> <ul style="list-style-type: none"><li>• 40 minutes of independent study time daily is used to complete assignments and for pre-learning.</li></ul>	<p>Further develop the use of 'flipped learning' to support retention and the developed of critical thinking.</p>	5

## Curriculum planning

Approach	Strengths	Gaps	Score
<p>The school has a clear, well sequenced curriculum that supports pupils both in class and remotely.</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum timetable is being followed as it would be in school.</li> <li>• A range of resources are being explored to ensure that students are able to access remote education.</li> <li>• HODs are working with their departments to ensure that activities are designed to meet the needs of students working remotely- teachers continue to use the school's policy of 'zones' which enables students at different stages to access the curriculum.</li> <li>• PE and Dance have adapted their approach online so that students can still receive some practical lessons.</li> </ul>	<p>Further sharing of 'best practice' to encourage a range of approaches when planning remote lessons.</p> <p>Further CPD is required to ensure that teachers are aware of the features that teams offers to support students with SEND.</p>	4

## Curriculum delivery

Approach	Strengths	Gaps	Score
<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 as 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 accessibility for all pupils, including those with SEND.</p>	<ul style="list-style-type: none"> <li>● MS Teams is main carrier for learning. All lessons are recorded and placed in the team channel. All students are given accounts and can access them through a variety of devices.</li> <li>● CPD has started to develop consideration for how assessment can occur with a reduction in questioning and a 'dialog rich' classroom.</li> <li>● Teachers are beginning to use a mixture of quizzes and other online tools (forms and assignments) to assess pupils.</li> <li>● Variation in teaching approaches has been encouraged. Practical subjects are offering live practical lesson with opportunities for group work being provided. Those students who have been identified as preferring to work independently have been supported to do so through the adaption of lesson activities.</li> <li>● Resources from providers such as Oak National Academy and BBC Bitesize are used to extend the learning experience where HODs feel appropriate for the curriculum.</li> <li>● Normal routes to communication are also open, through email, phone and post.</li> <li>● EHCP students in school as vulnerable learners are assigned specific TAs and keyworkers to support their learning where necessary/requested.</li> </ul>	<p>Further training on effective remote lessons and how to plan teacher explanation and model during a live lesson.</p> <p>Research and deliver training on ways to increase peer interactions online as research has shown this increases engagement.</p>	<p>4</p>

## Assessment and feedback

Approach	Strengths	Gaps	Score
<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>	<ul style="list-style-type: none"> <li>• Teachers, facilitators and students make good use Teams features such as the chat and hands up.</li> <li>• Some teachers use MSO features such as forms (surveys and quizzes), Polly and Assignments to ensure students have a conduit for feedback.</li> <li>• Feedback is given through Teams, email or phone calls.</li> <li>• A structure for an appropriate online assessment week which would usually take place in school is currently being created.</li> </ul>	<p>Develop a consistent approach to how often and the methods used to assess pupils online.</p> <p>Continue to develop teacher's ability to assess pupils using a variety of methods which can be used to supplement the reduced ability to use questioning.</p>	3

## Capacity and capability

Schools support staff to deliver high-quality remote education.

### Effective practice

Approach	Strengths	Gaps	Score
<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>	<ul style="list-style-type: none"> <li>• All senior leaders are kept up to date with best practice approaches to online learning.</li> <li>• Teaching staff are given regular training on the best approaches.</li> <li>• The school is using many of the approaches outlined in the government’s good practice guide already.</li> <li>• Methods include:               <ul style="list-style-type: none"> <li>○ Use of MS forms for assessment</li> <li>○ Hands up (AfL)</li> <li>○ Use of graphics pads for annotation or visualisers</li> <li>○ Being comfortable with silence</li> <li>○ Breakout rooms</li> </ul> </li> <li>• Weekly live briefing delivered to staff.</li> <li>• Email updates to all staff.</li> <li>• Weekly bulletin to all staff.</li> </ul>	<p>Further CPD on platforms available to support SEND students.</p> <p>Further interventions to support those students who have been identified as having gaps in their knowledge.</p> <p>Further support given to SEND pupils in accessing online platforms- use of EdTech Demonstrator Programme resources where appropriate (video tutorials).</p>	<p>4</p>

## Staff capability

Approach	Strengths	Gaps	Score
<p>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.</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>	<ul style="list-style-type: none"> <li>Teaching staff have access to a wide range of resources whole school and departmentally to support and teach pupils remotely.</li> <li>Gaps in teaching staff knowledge have been identified and training sustained to ensure a best practice approach.</li> <li>Weekly staff training               <ul style="list-style-type: none"> <li>Sharing of good practice</li> <li>Breakout groups</li> <li>Materials sent out to staff</li> <li>Training tips in staff bulletin</li> </ul> </li> <li>All staff have access to technology needed to deliver live lessons.</li> <li>Home risk assessment tool in place and staff aware.</li> </ul>		4

## Strategic partnerships

Approach	Strengths	Gaps	Score
<p>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</p>	<ul style="list-style-type: none"> <li>Collaboration at trust level.</li> <li>Sharing best practice at a departmental level through departmental meetings</li> <li>MS teams sharing of best practice through trust teams groups.</li> </ul>	<ul style="list-style-type: none"> <li>Direct HODs of English, Maths and Computer Science towards the curriculum hubs for sharing best practice.</li> </ul>	3

		Continue to develop strategic partnerships within the trust in regards to CPD of effective teaching on teams.	
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## Communication

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

### Realistic expectations of pupils, parents and carers

Approach	Strengths	Gaps	Score
<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>	<ul style="list-style-type: none"> <li>▪ Dedicated section of the website.</li> <li>▪ Social media, parent texts and emails exploited to draw attention to website updates and communications when appropriate.</li> <li>▪ FAQ section on website answer the most common questions for parents.</li> <li>▪ Home learning booklet explains the expectations and gives advice.</li> <li>▪ Risk assessments/ Policy updates on behaviour and mobile phone policies/full timetable published on the website.</li> <li>▪ Class teachers contact students to follow up on non-attendance and lack of work produced.</li> <li>▪ Regular letters from the Headteacher.</li> <li>▪ Weekly information from HOYs through tutor time and weekly emails from tutors.</li> </ul>	<p>Update the support that is available to students on the school website and address issues of useability and links to policies.</p> <p>HODs to display the curriculum structure on the website.</p> <p>Consideration given to creating a teams support video- on website and school YouTube to support community IT literacy.</p>	4

## Shared community events

Approach	Strengths	Gaps	Score
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.	<ul style="list-style-type: none"> <li>▪ Tutor time also promotes the sense of school community and provides students with key information and assembly on a Monday, Wellbeing on a Wednesday and a community activity on a Friday. It is also an opportunity for a welfare check.</li> <li>▪ Students also receive 1 hour of wellbeing time per week (Wellbeing Wednesday) where they are given the chance to take time away from their screen and take part in some suggested activities.</li> <li>▪ Weekly wellbeing update from wellbeing lead (AHT – LM) who also provides competitions and challenges for parents and students to complete to help maintain the school community spirit.</li> <li>▪ Celebration of success channel - work posted on Twitter.</li> </ul>	#JHSCommunity wellbeing activities need to reach more students especially those who are disadvantaged and SEND.	3

## Safeguarding and wellbeing

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

## Ensuring safety and online safety

Approach	Strengths	Gaps	Score
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	<ul style="list-style-type: none"> <li>• All lessons are recorded within teams.</li> <li>• Staff have received safeguarding training on online safety (Educare).</li> <li>• Teaching staff have received training on how to carry out live lessons safely and how to keep children safe online (ongoing training).</li> </ul>		5

<p>safeguarding concerns in relation to remote education.</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>	<ul style="list-style-type: none"> <li>• There are clear reporting routes available through the designated DSL email and the usual safeguarding processes are followed.</li> <li>• SLT continues to have a regular safeguarding meeting to ensure pupil safety.</li> <li>• External agency and social worker meetings regarding vulnerable students continue.</li> <li>• Policy agenda (safeguarding and behaviour) are posted on the website and letters sent to parents.</li> <li>• BET central policies are available on the website.</li> <li>• Staff and student protocols in place and on the website.</li> <li>• GDPR breaches discussed at daily staff meetings, reported on GDPR is and followed up as required.</li> <li>• Safeguarding a daily agenda item at SLT meetings and at all staff meetings.</li> <li>• DSL weekly meeting with SENCo to discuss action on high risk students.</li> <li>• DSL (KT/SK) attending core groups.</li> <li>• DSL follows up all queries using the following as support/advice of HOY and outside agencies involved- East2West and CHAMs referrals.</li> <li>• All queries logged on CPOMS under the COVID tab.</li> <li>• Website provides guidance and links for parents about keeping safe online.</li> </ul>		
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## Wellbeing

Approach	Strengths	Gaps	Score
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.	<ul style="list-style-type: none"> <li>The introduction of tutor time 3 times a week has allowed the opportunity for tutors to have a more regular check in with their students. Assemblies now take place every Monday online.</li> <li>Tutors send a weekly check in email to their tutees- those students who have been identified as vulnerable also receive key worker or in school support catch ups.</li> <li>The introduction of Wellbeing Wednesday has encouraged staff, students and parents to consider their wellbeing.</li> <li>Twitter is used regularly to display messages of wellbeing, mental health and to encourage students to take part in physical activity.</li> </ul>	<p>Wellbeing for Education Return Plan- support to help staff respond to the emotional challenges of lockdown pupils may display- contact local authority to seek advice of supplying the trained staff to deliver the programme.</p> <p>Further support to ensure that students have 60 minutes of daily physical activity.</p>	4

## Data management

Approach	Strengths	Gaps	Score
The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	<ul style="list-style-type: none"> <li>The appropriate systems are in place which comply with GDPR.</li> <li>Staff have received training through Educare on cyber security.</li> </ul>	Further remote face to face training for staff on the up-to-date cyber security threats and incidents that school experience.	5

## Behaviour and attitude

Approach	Strengths	Gaps	Score
There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	<ul style="list-style-type: none"><li>• Clear expectations of students have been maintained since lock down 1.</li><li>• Issues of behaviour in remote learning have been addressed using the school's behaviour policy- this has been communicated to parents and is available on the website.</li><li>• The school's behaviour policy is used to have clear rules and routines for those students attending SBL.</li></ul>	Development of teaching practices to improve students attitudes towards online learning and therefore engagement.	4