Quality Remote Learning Accreditation

Supporting and recognising high-quality remote learning provision

TRIBAL

An introduction to the Remote Learning Accreditation

The Remote Learning Accreditation Programme, from Tribal's Quality Assurance experts, is designed to help schools review the journey and provision for hybrid learning models and build on the things that have worked best through the pandemic to enhance learning moving forward.

The accreditation standards provide a framework that addresses the quality of all aspects of provision including safeguarding, access, leadership and management, value for money, remote delivery, and the experiences of students, staff and parents, and it will recognise exceptional provision and support to identify future areas for development. It goes beyond 'the basics' and provides enhanced quality assurance, guidance and support for schools as they incorporate aspects of remote education into their future provision.

"The Remote Learning Accreditation acts as a strong guiding hand for school leaders - it gives them the assurance that their remote learning efforts align with strong practice and they are supporting all their learners in the most appropriate manner for their schools."

CLIFF MAINEY, PRINCIPAL INSPECTOR AND EDUCATION SPECIALIST

An evidence-based framework informed by international best practice

Brought to you by the Quality Mark team, the accreditation and audit tool have been developed in the context of an evolving international evidence base to establish and underpin best pedagogical practice.

The accreditation comprises 10 elements and takes into account the latest studies and evidence in the UK and globally, including:

Ofsted: Remote Education Research	

Recommendations from UNESCO's Global Education Coalition	

Beijing Normal University and UNESCO Institute for Information Technologies in Education: Handbook on Facilitating Flexible Learning During Educational Disruption	

Australian Council for Educational Research (ACER): Remote Learning Rapid Literature Review	

Education Endowment Foundation: Rapid evidence assessment	

"Remote education matters… evidence from our interim visits suggests that given the amount of time and resources that school leaders have placed into developing their remote solutions over the past 10 months, it is likely that schools will incorporate aspects of remote education into their teaching after the pandemic…"

(OFSTED, JANUARY 2021)

"No one size fits all. School leaders and teachers who know their communities and students are best placed to select an appropriate and targeted response to learning design. The age of children, and access to resources for learning, are drivers of differentiated responses…. Best practice in remote teaching needs to be responsive to different contexts and cannot rely solely on technology."

(ACER REMOTE LEARNING RAPID LITERATURE REVIEW 2020)

What the accreditation brings to your school:

The Quality Remote Learning Accreditation provides school leaders with the means to establish and enhance best practice across all aspects of remote learning provision. It helps answer the question, *"How do we continue to enhance learning regardless of the mode of teaching and developments in technology platforms?"*

It helps schools overcome the barriers posed by remote learning methodology and develop strong practices, assessment and improvement strategies that provides learners with a hybrid model of learning opportunities.

1 Safeguarding:

Ensure best practice guidelines and advice is in place to help students stay safe when they are engaged in hybrid learning.

2 Leadership and management:

Ensure the vision for remote learning is put into practice at all levels so there is tangible evidence that contributes successfully to pupil achievement and development.

Provide suggestions to strategic planning processes to ensure cost-effective delivery of the remote learning provision and that statutory requirements are met.

3 Delivery of remote learning:

Provide robust review of the modes of delivery teachers are employing for remote learning, including, online and offline resources and both synchronous and asynchronous delivery.

Focus efforts on using the most appropriate tools to enable students to make gains in their skill, knowledge and understanding.

4 Quality of remote learning:

Assure the quality of the remote learning offer on an ongoing basis.

5 **Assessment for Learning (AfL):**

Ensure appropriate AfL strategies are used to promote learners' progress, and that learners are using feedback effectively to improve outcomes.

Help teachers identify where there are potential assessment opportunities within their remote provision, and how to design material with a distinct feedback loop based on AfL principles.

6 **Student Experience:**

Conduct effective review of your school's feedback mechanisms and ensure appropriate support processes are in place where required.

7 **Staff experience:**

Provide your school with a framework to take stock of teachers' workloads, their needs for professional development and training, and their access to peer-to-peer networks and collaborative professional development for remote learning.

8 **Parent voice:**

Be confident your extended communication systems facilitate speedy communication with parents and are accessible in a number of formats.

Evaluate the quality, content and feedback mechanisms of your communications so that parents and carers have clarity about the school's expectations of them when remote learning is required.

9 **Access for all:**

Audit your accessibility policies to ensure they are extended and adapted so that distance learning provision takes into account all students' individual learning needs.

Quickly identify any gaps (in technology, or access for other reasons) are picked up , and that resources are available to take the necessary steps to mitigate these.
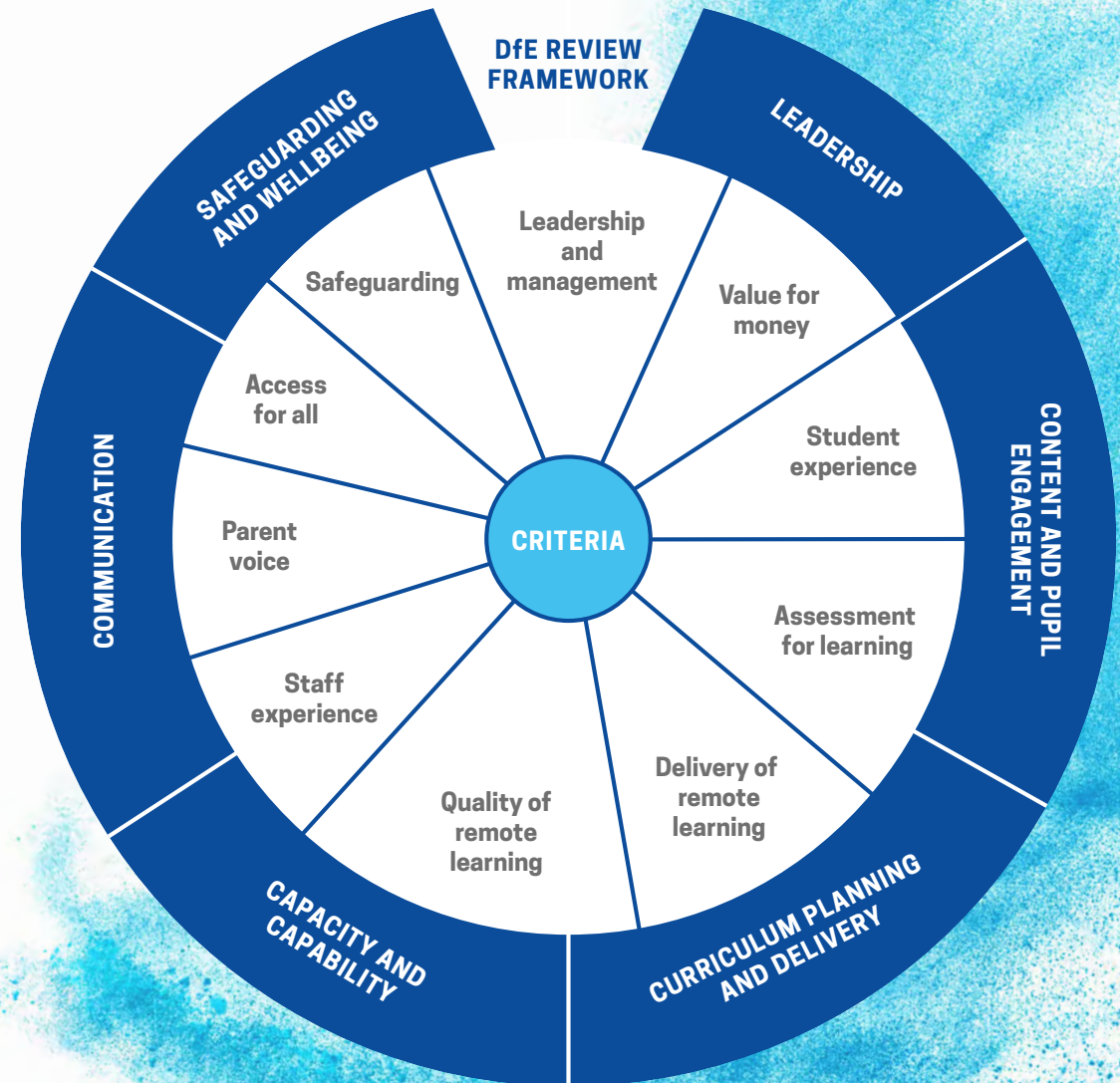
10 **Value for money:**

Engage trustees and governors in reviewing expenditure covering all aspects of the remote educational provision - distance learning systems, integration with legacy systems, and staffing.

How the Remote Learning Accreditation criteria map to the DfE Review Framework

The Remote Learning Accreditation scheme has been developed to support education authorities' statutory requirements, and to be used by schools to enhance and extend guidance provided by education departments, multi-academy trusts, and others. It does not take a 'one-size fits-all' approach, and is easily implemented to complement existing requirements, standards and frameworks.

The Remote Learning Accreditation tool can be mapped to the DfE framework to go beyond 'the basics' and provide enhanced quality assurance, guidance and support.

DfE REVIEW FRAMEWORK

SAFEGUARDING AND WELLBEING

LEADERSHIP

COMMUNICATION

CONTENT AND PUPIL ENGAGEMENT

CAPACITY AND CAPABILITY

CURRICULUM PLANNING AND DELIVERY

CRITERIA

Safeguarding

Leadership and management

Value for money

Access for all

Student experience

Parent voice

Assessment for learning

Staff experience

Delivery of remote learning

Quality of remote learning

Completing the accreditation

Remote Learning Accreditation activity can stand alone or complement and integrate with other local and/or national initiatives to improve pupils' achievements. Those with responsibility for leading the process in their school control the timescale for submitting the Remote Learning Accreditation portfolio. The length of time taken to achieve accreditation will vary according to a school's starting point and its ability to demonstrate progress and sustained good practice.

Your Remote Learning Accreditation Assessor is an experienced school improvement and technology specialist and will help guide and support you along your continuous improvement journey, using the Remote Learning audit tool as the framework for progression.

The assessment process – virtual visits across the 2-year accreditation cycle – are focussed discussions with key stakeholders, observation of learning opportunities, strategic planning, delivery and evaluation, and a review of relevant supporting evidence and documentation.

Your school will achieve the Remote Learning Accreditation Award when you demonstrate that the criteria for all 10 elements are met.

Undertaking the Remote Learning Accreditation will demonstrate your commitment to excellence across all modes of teaching, and help you develop strong pedagogical approaches in the dynamic area of remote learning.

Contact a member of the Quality Assurance team for further details.

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