

REVIEWS of REMOTE LEARNING (RoRL)

THE PROCESS

STEP 1: Reviewer* to contact teacher/tutor to agree the time and date of a **30-minute** pre-lesson professional discussion. Reviewer to share RoRL framework and to outline purpose and format of the pre-lesson discussion.

STEP 2: If online, reviewer to set up the meeting via Teams and send invite.

*The *reviewer will usually be a HoD*

STEP 3: Teacher to plan for the discussion by reflecting against the RoRL template.

STEP 4: Pre-lesson discussion to take place and to include:

- Reviewer to outline the RoRL process
- Reviewer to share RoRL template on screen and capture notes in part A as teacher shares their reflections
- Agreement as to time and date of lesson visit
- Agreement as to how the teacher plans to capture student voice
- Agreed date and time of post-learning discussion

STEP 5: Reviewer to visit the lesson and take notes against each principle and (if required) support with student voice activity.

STEP 8: Reviewer to arrange a **30-minute** post-lesson discussion and send completed RoRL template asking teacher to complete the first section in Part B (highlighted yellow) and return prior to post-learning discussion (if online, reviewer to send Teams Invite).

STEP 9: Post-learning discussion to take place and to include:

- Teacher-led personal reflection – already completed
- Coaching style questions led by reviewer around what went well, challenges and training needs
- Teacher and reviewer to agree targets and strategies to inform future practice and individual performance review discussions.

STEP 10: Reviewer reviews and completes RoRL template and sends to teacher for inclusion in individual performance review.

RoRL follow up: Potential for teachers to share how they have developed their pedagogy as a result of RoRLs within future CPD sessions.

HOD follow up: Potential for HODs to establish a 'touch point' meeting with one another to pool RoRL themes and targets for their areas.