**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.