

Approaches for check-in meetings in schools and colleges

The Government announced the concept of check-in meetings for schools and colleges for the remainder of this academic year so that children and young people not in the priority groups in secondary schools and colleges could have a planning or support meeting with a teacher or member of teaching support staff before the end of the academic year. This leads to the question of what form these check-in meetings should take.

The checklist below sets out some possible models for check-in meetings which may provide a framework for planning how children and young people who are not currently in school or college can be supported.

Firstly, we set out seven basic principles by which the check-in meetings should be planned and managed. The overarching principle is that schools and colleges are free to choose which model or models suits their situation. The meetings are optional, can be held in different ways, can be prioritised for students who will most benefit, and need to be held in line with the Government's protective measures guidance.

Seven principles for check-in meetings

1. **Problematic notion of 'gap'**: prioritise those most vulnerable but include others who have not had regular contact. Aim to 'check-in' everyone.
2. **Schools and colleges doing what's right for children and young people**: calibrating it for them.
3. **Models are not binary**: mix and match models to suit your school or college.
4. **Clarity of intent**: are you targeting all learners in the same way, or focusing on greatest need? Do the best you can with the resources you have.
5. **Heighten engagement**: make the check-in meeting count for each learner.
6. **Responsive teaching**: respond to needs as they arise.
7. **Make meetings agile, forensic, positive, bespoke** to suit the needs of the children and young people for whom you can accommodate a check-in

Model/Consideration for check-ins	Details	+ Pros	- Cons	Other considerations
Mixed groupings, age groups, subjects, types of learning (online and face-to-face)	Face-to-face meetings prioritising specific needs or disadvantage. Those who cannot or have not engaged or for whom you have concerns.	Check-in can take a variety of forms and with individuals who are not in the same class or groups. Timings can be arranged to suit staff and children/young people.	If children or young people do not know each other, they may not open up about their concerns or needs.	Consider treating this like an induction session where new learners get to know each other, within social distancing guidelines.
Academic review days for some students eg those living nearby, in designated categories or by choice, while others have individual online contact.	Timetabled to meet staffing availability.	Each learner has a set time to attend. Reviews are undertaken with the learner and for the learner.	This may not suit those who need transport or who isolate because of a member of their household.	Consider what arrangements can be made for reviews for all learners.
Online only meetings	Continuation of online and blended learning.	<p>No physical contact or movement so very safe.</p> <p>Time efficient: No travelling or waiting time for teacher (caveat: may need to see some learners in school).</p> <p>Timings more flexible, to suit teacher and learners, whereas physical meeting needs 'academic review'.</p> <p>Less disruptive of remote teaching commitments.</p>	<p>Learner does not experience school environment.</p> <p>Need to build in for physical meeting for those without the technology.</p> <p>Safeguarding protocols of one to one online contact.</p> <p>Is unlikely to include any teaching, as one to one or very small groups.</p>	Need sufficient staff to continue remote learning whilst running face-to-face learning and online for other groups.

		<p>Could be longer or vary in length, depending on learner needs.</p> <p>Totally subject and learner specific.</p>		
Prioritising specific children for onsite meetings	<p>Prioritisation eg specific needs, disadvantage. Children and young people we are concerned about. Those who can't/ have not engaged.</p>	<p>Individual meetings will suit some learners, especially those with anxieties.</p>	<p>Not all learners respond positively to one-to-one meetings.</p>	<p>Consider offering a meeting with a trusted member of staff.</p>
Academic mentoring with subject teachers	<p>Focussed on checking progress in subject or course areas.</p>	<p>Consistent groups of learners (bubbles) makes logistical issues and timetabling easier.</p>	<p>Logistics of timetabling may cause difficulties.</p>	<p>Consider logistics of timetabling teachers in specialist subjects which may not be possible in all settings.</p>
Academic mentoring with tutor/trusted member of staff	<p>Focussed on checking progress with a trusted member of staff.</p>	<p>Can identify any welfare or learning concerns.</p>	<p>Trusted member of staff may not be available at times suitable for the child or young person to attend.</p> <p>How effectively can non-specialist teacher identify subject specific issues across a range of subjects?</p>	<p>A good model if the setting has sufficient members of staff available at required times.</p>
Pastoral mentoring	<p>Individual or small group</p>	<p>Opportunities to talk about and support wellbeing.</p> <p>Less movement around school.</p>	<p>May only pick up welfare or health concerns and not learning concerns.</p>	<p>Best used in 1 to 1s but can also be used with small groups.</p>

Individual and/or small group teaching	A good opportunity to check on individual welfare and learning needs. Can use both individual and small groups.	Opportunity for check-in meetings with those who need welfare and learning support and to arrange support.	Timetabling logistics may be difficult for large numbers.	Focus should be on both welfare and learning/ progression.
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July 2020

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