**

Review your remote education provision

URMSTON PRIMARY SCHOOL

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Contents

[Summary 3](#_Toc61350505)

[Who this publication is for 3](#_Toc61350506)

[Aims of the framework 3](#_Toc61350507)

[Framework purpose 4](#_Toc61350508)

[Using the framework 5](#_Toc61350509)

[Scoring 5](#_Toc61350510)

[Framework 6](#_Toc61350511)

[Leadership 6](#_Toc61350512)

[Scoring 6](#_Toc61350513)

[Remote education context and pupil engagement 11](#_Toc61350514)

[Scoring 11](#_Toc61350515)

[Curriculum planning and delivery 15](#_Toc61350516)

[Scoring 15](#_Toc61350517)

[Capacity and capability 19](#_Toc61350518)

[Scoring 19](#_Toc61350519)

[Communication 23](#_Toc61350520)

[Scoring 23](#_Toc61350521)

[Safeguarding and wellbeing 26](#_Toc61350522)

[Scoring 26](#_Toc61350523)

# Summary

This framework has been produced to support schools in England to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

## Who this publication is for

This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.

## Aims of the framework

This framework aims to help MAT leaders, school leaders and governors in England to:

* identify the strengths and areas for improvement in their school or trust’s remote education provision
* find resources (including training), guidance and networks to help them improve their provision

# Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the [schools’ guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak) and the [COVID-19 guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term) for FE providers. Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit your school context.

The framework differs from the [remote education template](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template), which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

# Using the framework

You can work through the entire framework to identify strengths and areas for improvement in remote education with your senior leadership team (taking approximately 1 hour to complete as a group) or focus on specific sections that have been previously identified as priorities.

The framework will help you to have conversations with all stakeholders within the school community (for example, staff, governors, parents) about your school’s remote education provision.

The framework can help you meet basic requirements using the resources and tools you currently have (digital or physical), and to take your remote education provision further. School leaders should allocate a score to each statement where possible, identify strengths and areas for improvement, and discuss next steps with members of the senior leadership team (SLT) and governors. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

You can use the framework more than once to adopt practical steps and move from the “identifying” stage to the “sustaining” stage, to embed a sustainable strategy for remote education.

## 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.

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

# Framework

## Leadership

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

### Scoring

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| **Remote education plan**  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.  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 close as possible to the in-school curriculum. | Urmston Primary has a very clear plan in place in line with its Remote Education Policy (urmstonprimary/policies).  Leaders have made clear the expectation to continue with the school’s curriculum and staff have reacted swiftly and positively to delivering this. The HT and DHT monitor this provision to ensure it meets the expectations agreed by all staff and that is set out in the Remote Education Policy.  Daily pre-recorded videos outline expectations to the children for the day and daily feedback videos at the end of the day summarise learning.  During the day, children post their learning on the school’s online platform, Seesaw, and feedback at points during the day, either by acknowledgements, praise, written or recorded verbal comments, as well as live daily meetings/drop-ins/clinics. These live meetings not only help to address misconceptions but provide important teacher-to-pupil interaction and pastoral support.  Over 30 live Google Classroom interventions are set up for TAs to deliver, supporting lower attaining and SEN pupils. | Live meetings and the purpose of these needs to be fine-tuned as we move through the period of lockdown and will evolve. Some difficulties still remain regarding a small number of pupils accessing these live lessons. This will be ironed out. | 4 | To help develop your remote education plan:  The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes [short videos](https://edtech-demonstrator.lgfl.net/guidance/contingency) developed by schools and colleges, and [guidance](https://edtech-demonstrator.lgfl.net/guidance/strategy) on how to embed digital technology to support remote education.  GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education.  For guidance on how to remain cyber-secure, please refer to [Cyber security in schools: questions for governors and trustees](https://www.ncsc.gov.uk/information/school-governor-questions).  Read the guidance on [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support) and refer [to Oak National Academy](https://www.thenational.academy/2020-21-oak-curriculum) for help to deliver a planned curriculum for all. |
| **Communication**  Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education. | All parents, staff and governors are aware of procedures and school has communicated these clearly and continue to offer support and clarification. | A small number of children are not engaging as much as we’d like and we’ll continue to contact these regularly to support these families. Considerations will be needed on sustainability. | 4 | Ensure governors, staff, parents and carers are aware of the school’s remote education provision by maintaining regular communication and providing updates on any changes to the provision.  GOV.UK provides guidance to support schools to [publish information about their remote education provision on their websites](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template) for parents.  The Education Endowment Foundation has provided a [guide for schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf) on how to communicate with parents during coronavirus (COVID-19). |
| **Monitoring and evaluating**  The school has systems in place to monitor the impact of remote education. This includes:   * understanding the impact on staff workload and how to mitigate against it * staffing changes * having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts | Communication between the school’s SLT and all staff remains strong and discussions on workload are regular and well-considered. Strategies to mitigate against burdensome procedures will continue to be shared amongst staff, as will best effective and efficient practice.  Staff work well in teams and adjust well to staff absences/working from home and being part of year group rotas in school for key worker and vulnerable children.  Office staff communicate with teaching staff regarding attendees to support provision and support offered. |  | 4 | GOV.UK provides the following guidance:   * [recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year) * [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support) * [remote education good practice](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision) |

## 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.

### Scoring

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

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| --- | --- | --- | --- | --- |
| **Home environment**  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.  The school supports pupils on how to self-regulate during remote education, including:   * understanding their strengths and weaknesses to improve their learning * how to learn from home * how to manage their time during periods of isolation | School have communicated extensively with parents and children regarding their ability to access home learning through its various platforms. As mentioned, teaching staff use a variety of means to provide feedback and to support pupils academically but also socially and emotionally.  Regular messages, both written and via video have clarified expectations for parents and children and supported them with how to manage their time at home, offering guidance on when they might conduct home learning and showing empathy and understanding for different families’ circumstances and their need for a flexibility in school’s approach. | Getting timely feedback on the effectiveness of Home Learning and areas that school could improve needs to be implemented. A survey of parents has shown that provision, for the majority, is appropriate, although sustainability in being able to keep up is already becoming an issue. | 4 | The EdTech Demonstrator Programme’s [remote education roadmap](https://edtech-demonstrator.lgfl.net/guidance/steady-ready-go) supports schools to adapt their remote education provision depending on a pupil’s home environment.  Where pupils might lack digital access to support the school’s remote education provision, schools should refer to the [get help with technology during coronavirus (COVID-19)](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) guidance for support on providing pupils with [laptops, tablets](https://get-help-with-tech.education.gov.uk/devices) and [internet](https://get-help-with-tech.education.gov.uk/internet-access).  The Education Endowment Foundation provides a [metacognition and self-regulation toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning. |
| **Laptops, tablets and internet access**  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. | School have again communicated extensively with families to support access to home learning. The DHT and Computing Lead has supported staff in supporting these families and the DHT has produced both written communication and instructional videos for staff and families on how to access Seesaw and Google Classroom.  Leaders have also communicated to parents and made clear the support they can offer in loaning devices, both tablets and laptops, and have loaned out a number of these, specifically for both disadvantaged families and those with more than one child, meeting a wide variety of familial needs. School have also made clear the support it can offer through the data allowance scheme.  All ‘vulnerable’ children (those with an EHCP or under Section 17 - CP/CIN) have been offered places in school, with some taking up the offer. Remote Learning engagement is monitored closely for these children by the SENDCO and they are contacted at least on a weekly basis by members of SLT. Staff have also made clear children who they feel would benefit from being in school and where numbers allow, these have been invited in. Again, if these children deemed vulnerable by teaching staff due to their engagement levels are not in school, these pupils are contacted by SLT to encourage this engagement, to check that there are no barriers to this, and addressing any barriers that arise. | The DfE laptops have finally arrived and will be distributed as necessary.  School has loaned from a local charity a number of devices to help families with their online access to home learning. Additional funds from PTA may be accessed to provide for increasing need. | 4 | Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on [how to set up a virtual classroom](https://edtech-demonstrator.lgfl.net/guidance/getting-started) and how to [embed technology into teaching practice](https://edtech-demonstrator.lgfl.net/guidance/strategy).  Where pupils might lack digital access, schools should refer to the [get help with technology during coronavirus (COVID-19)](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) guidance for support on providing pupils with [laptops, tablets](https://get-help-with-tech.education.gov.uk/devices) and [internet](https://get-help-with-tech.education.gov.uk/internet-access). |
| **Supporting children with additional needs**  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.  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. | The SENDCO has ensured that all teachers are clear on the provision for their SEN pupils, in line with APDRs. As aforementioned, live interventions, as well as pastoral support, is offered to these pupils to help address academic needs, aid progress during this period of partial closure and to support parents. All parents have been guided through the process of how to access home learning and lines of communication between school and these parents is strong, either via SLT or the pastoral care team.  Ensuring these parents have access to the right hardware and software has been mentioned above and the SENDCO continues to communicate with parents and staff about additional programs such as Lexia and Clicker 8. | Issues with accessibility have, in the vast majority of cases, been ironed out. As all parents (and teaching staff) become more familiar Google Classroom, the process will become slicker and easier.  Furthermore, adaptations to these new technologies are widespread and so consideration needs to be given to ensuring parents aren’t overloaded. Additional programs such as Lexia and Clicker 8 will be introduced in a timely manner. | 4 | The EdTech Demonstrator Programme has made [a range of SEND resources](https://edtech-demonstrator.lgfl.net/guidance/special-educational-needs) available for schools and colleges, including webinars on how to support pupils with SEND.  The guidance on [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support) provides guidance on how schools should support [pupils with SEND and vulnerable children](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#vulnerable-children).  Oak National Academy provides [resources](https://classroom.thenational.academy/specialist) for teachers to support children with additional needs. |
| **Monitoring engagement**  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. | Teaching staff liaise regularly with SLT, who contact families if engagement is a concern. These phone calls, or, in some cases emails, will support parents, understanding the difficulties they may have, but again highlighting the importance of engagement and working with them to address any barriers to this engagement. | This monitoring will need to continue and addressing this will be important going forward, again inviting children in to school if parents are finding things too difficult in their circumstances.  Systems for monitoring engagement have been put in place by teachers to gauge who is accessing the home learning and who is less engaged. Teachers and Senior Leaders will follow up lack of engagement. | 4 | Advice on how schools should monitor engagement is highlighted in the [remote education expectations guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res).  EdTech Demonstrator networks have produced a range of webinars and tutorials, including [sharing advice and top tips on ways to monitor and evaluate progress](https://www.google.com/url?q=https%3A%2F%2Flgfl.planetestream.com%2FView.aspx%3Fid%3D4384~4t~UZIMjDBF&sa=D&sntz=1&usg=AFQjCNEB_H8xYa6N86Up95dpGaSyNRf8lg). |
| **Pupil digital skills and literacy**  The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | As mentioned above, school has sent instructional videos to families and accepted regular calls to support use of technology. The SENDCO has already introduced families to varied learning programs and assisted technologies such as Clicker 8. | This is ongoing and provision here will develop as families become more familiar with these technologies. | 3 | Where technology is used to support the school’s remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology. |

## 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.

### Scoring

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

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| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| **Minimum provision**  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:   * Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children * Key stage 2: 4 hours a day * Key stages 3 and 4: 5 hours a day | Urmston Primary has made clear the expectations to staff and parents. Reception teachers provide a series of recorded videos, engaging online activities and live contact through Seesaw, Youtube and Google Classroom. They ensure that children are being provided with opportunities to develop in all Areas of Learning and parents and children are provided with timely feedback.  English (including phonics and spelling), Maths and videos for the wider curriculum should result in approximately 2/3 hours a day for KS1 with additional time set aside for reading and, in some cases, additional spelling and times tables work.  In KS2, the videos and work set for English, Maths and the broader curriculum, along with the tasks set, should result in up to 3 hours. In addition, children are expected to read independently, work on their year group spellings (or phonics if necessary), as well as use Times Tables Rockstars to supplement their learning.  It has been made clear to parents that engagement in activities is extremely important but school has stressed that they have great understanding for individual families’ circumstances and the need for flexibility. | Monitoring the amount of time children spend on learning is impossible and unmanageable and monitoring this rigorously is not a purposeful use of teaching staff or leaders’ time. Engagement will still be monitored, as will quality, but time spent will not be. | 4 | Remote education expectations are highlighted in [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support).  GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education. |
| **Curriculum planning**  The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.  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. | Expectations for following the curriculum has been made clear to all staff, whilst accepting the need for a degree of autonomy in the use of resources used to support and challenge pupils. Following the UPS curriculum would be best practice but staff have been advised that they can use resources such as those provided by Oak Academy and BBC Bitesize to supplement their curriculum offer. | At this early stage, staff continue to adapt and plan using a range of resources but personalise for the UPS curriculum wherever possible. Practice will continue | 3/4 | GOV.UK provides resources on remote education [good practice](https://www.gov.uk/government/publications/remote-education-good-practice) and [how to adapt teaching practice](https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education) for remote education.  The Education Endowment Foundation provides [a support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#closeSignup) designed to help teachers and school leaders support their pupils during remote education. |
| **Curriculum delivery**  The school has a system in place to support remote education, using curriculum-aligned, resources.  Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.  The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND. | As mentioned, the school use Seesaw as its online platform where instructional videos are set in the morning, describing tasks and feedback videos in the afternoon, summarising these. During the day, children use Seesaw to post their work and teachers have the opportunity to provide feedback as appropriate. Supplementing this, daily meetings take place for a number of purposes based upon need within the year group; these could be for check-ins, individual/group live feedback to address misconceptions, a story, an assembly, or just a catch-up.  Additionally, live intervention lessons are scheduled in with SEND pupils; these are based on reading, phonics, writing or basic maths skills, among other focuses, and happen once or twice a week in addition to whole class learning.  The school’s Remote Education Policy mentions a number of specific resources used by teaching staff, the use of White Rose maths to aid delivery here as well as Times Tables Rockstars being examples of this. | This will duly evolve as home learning continues and staff become more confident in the planning and implementation of online learning. | 4 | GOV.UK provides:   * guidance on [accessing and buying resources for remote education](https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education) * resources on remote education [good practice](https://www.gov.uk/government/publications/remote-education-good-practice) * guidance on [how to access and set up online digital platforms](https://get-help-with-tech.education.gov.uk/digital-platforms) to support delivery * [Oak National Academy](https://www.thenational.academy/2020-21-oak-curriculum) provides resources and guidance on how to map resources to a school’s existing curriculum.   [RNIB Bookshare](https://www.rnibbookshare.org/cms/), which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments. |

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| **Assessment and feedback**  The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.  The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. | This is all mentioned above. Teachers review and evaluate children’s learning throughout the day, responding individually where needed. They also use the posting of children’s work to gauge misconceptions and use this to deliver whole class feedback videos later in the day. Live daily meetings may also be used to provide feedback, to praise and support pupils and address misconceptions. | The school needs to consider how more formal assessment might take place during this period. | 4 | GOV.UK provides guidance on:   * assessing pupil progress and providing feedback in the [remote education good practice](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision) guidance * [assessments and exams](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability)   The EdTech Demonstrator Programme provides [online training videos](https://edtech-demonstrator.lgfl.net/guidance/assessment) for schools on effective assessment and feedback. |

## Capacity and capability

Schools support staff to deliver high-quality remote education.

### Scoring

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| Effective practice  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. | Being aware of guidance and expectations themselves, senior leaders have made clear the expectations regarding remote teaching and learning. They have trained staff in using a number of online platforms and advised on resource provision and how to access these resources. They remain a constant support for all staff delivering remote learning and this is enabling staff to become more confident and independent in delivering sessions either via written messages, pre-recorded videos, or live meetings. | There will continue to be issues that need to be addressed and support needed for staff less competent and confidence in using technology. Support will need to be ongoing, particularly for certain staff members. | 3/4 | The Education Endowment Foundation provides [a support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#closeSignup) designed to help teachers and school leaders support their pupils during remote education.  GOV.UK provides a [good practice guide](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision) to support schools in their delivery of remote education.  The EdTech Demonstrator Programme provides guidance on [how to use online platforms and resources](https://edtech-demonstrator.lgfl.net/guidance), including for children with SEND. |
| **Staff capability**  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.  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.  Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. | Following initial training for all staff in Seesaw and Google Classroom, ongoing availability of the schools SLT and Computing leads is leading to enhanced confidence for staff, whether their delivery of learning is from home or in school. Staff have been guided towards the software and programs needed to support their online teaching and given ideas to support their delivery of this. Staff’s independence is continuing to increase because of this and therefore so is their competency in delivering quality learning opportunities for the children. | As above. | 3/4 | The [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on [how to use online platforms and resources](https://edtech-demonstrator.lgfl.net/guidance), including for children with SEND.  [RNIB Bookshare](https://www.rnibbookshare.org/cms/), which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment.  [pdnet](https://pdnet.org.uk/) provides free [training events](https://pdnet.org.uk/meetings-and-conferences/) for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND. |
| **Strategic partnerships**  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 like the [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) and curriculum hubs. | The school has used practice that they think works best for their context, school and community. Notwithstanding, support from local clusters regarding their provision and ideas for improvement of home learning has been invaluable and already led to upgrades in the school’s remote education offer, the introduction of live sessions being an example of this. | The school will continue to adopt strong practice through liaising with other schools and the local authority. | 3 | There are several school-to-school support networks which you can make use of, including**:**   * The [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs * [Maths hubs](https://www.gov.uk/guidance/get-support-from-your-local-maths-hub) to improve maths education * [English hubs](https://www.gov.uk/guidance/get-support-from-your-local-english-education-hub) to improve teaching of phonics, early language and reading in reception and year 1 * [Computing hubs](https://www.gov.uk/guidance/get-support-from-your-local-computing-hub) to improve the teaching of computing and increase participation in computer science |

## Communication

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

### Scoring

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| **Realistic expectations of pupils, parents and carers**  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.  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). | The school feels that it has done its absolute best to support its families in these circumstances. School leaders and indeed all staff have made it clear to families what the expectations are, through video messages, written communication, as well as signposts to the Remote Education Policy on the school website.  The school has communicated to parents and children the expectations for 3 or 4 hours of remote learning per day and how to submit that learning to enable feedback.  However, the school has also made it clear that they understand that families have their own individual circumstances, and will work with them to be as flexible as possible and will show nothing but understanding for the challenges that families face. | Reminders will frequently be needed throughout the lockdown and period of partial closure. Again, sustainability and resilience for families is key and they will need to be supported here. | 4/5 | Remote education expectations are highlighted in the [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support)  GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education.  The [school workload reduction toolkit](https://www.gov.uk/guidance/school-workload-reduction-toolkit#communications) provides example communication policies and email protocols.  The Education Endowment Foundation has provided a [guide for schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf) on how to communicate with parents during coronavirus (COVID-19). |
| **School community events**  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. | As mentioned, daily live sessions occur, with the main purpose of maintaining this community feel, to work against the feeling that many children might feel, and to promote a sense of togetherness.  Assemblies based on the school’s values and motto of ‘Growing Together. Empowered to be more’ complement this and ensure that all children realise the part that they can play in their homes and communities through their respect, responsibility and resilience, happiness, kindness and pride. This is again compounded by communicating with parents and asking them to let the school know what their children have done to ‘be more’ and to inspire others. | New ideas and means of communicating and maintaining a positive school and community culture will develop. | 4 |  |

## Safeguarding and wellbeing

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

### Scoring

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| **Ensuring safety**  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 safeguarding concerns in relation to remote education. | Expectations regarding safeguarding have been clear to staff and parents and agreements set (e.g. parents must be present when children are meeting live, at least for part of the meeting). Safeguarding procedures and lines of communication amongst staff remain unchanged; the school continues to use CPOMS, as well as other forms of instant communication - emails and phone calls – to share concerns with the DSLs who can then act as necessary. All staff have been reminded, and continue to be reminded, to be vigilant in ways that are different, yet still look out for indicators of abuse and neglect, whether the children are at school or when seeing and hearing from them online. | This adapted form of vigilance should allow no gaps and communication and a culture of ‘it could happen here’ must continue to be maintained. | 5 | GOV.UK provides guidance on [safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19).  Schools should also refer to statutory guidance for schools and colleges on [safeguarding children](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). |
| **Online safety**  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. | As above. Children are given clear expectations on their behaviour, as have parents in monitoring this. | As above. However, further considerations should be given to protecting passwords and regular communication needs to remind children and parents (and staff) of online safety and expectations. | 4 | GOV.UK provides guidance on:   * [safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19) * [teaching online safety in schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools) |
| Wellbeing  Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.  There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. | This has all been mentioned above and will be managed by pastoral check ins, live daily meetings as well as teacher emails for parents and children to contact. Again, vulnerable children who are not in school will be contacted regularly, along with those who are not engaging in remote learning. | This will be on going and staff’s eyes will always be very much open here, as will channels of communication with parents and between staff and SLT. | 4/5 | GOV.UK provides advice on supporting pupil [wellbeing during remote education](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#pupil-wellbeing-and-support). |
| **Data management**  The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | This is in line with the schools Data Protection and E-safety Policies. | Review of E-safety policy needs to be ongoing in these circumstances. | 3 | GOV.UK provides guidance to support schools:   * with [data protection activity](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools), including compliance with GDPR * to be [cyber secure](https://www.ncsc.gov.uk/information/school-governor-questions) |
| **Behaviour and attitude**  There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | Each teacher makes expectations for behaviour clear in their lessons. This has been communicated to all staff as well as to parents and children. Children have responded with respect and responsibility. | Expectations for live remote lessons and posting on Seesaw, need to be made clear on a regular basis, as behaviour expectations would be in school. | 4 | GOV.UK provides guidance on [behaviour expectations](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#behaviour-expectations) in schools. |



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