



Department
for Education

Review your remote education provision

Schools

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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 [Statutory obligations and expectations - Get Help with Remote Education - GOV.UK](#). 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](#), 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	2. Develop and plan	3. Implement	4. Embed	5. 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	2. Develop and plan	3. Implement	4. Embed	5. 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
<p>Remote education plan</p> <p>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.</p> <p>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.</p>	<p>Remote Learning Policy in place for remote education 15.9.20</p> <p>Implementation is led by the Senior Assistant Headteacher who has responsibility for the quality and delivery of remote learning. Training has been given to all staff on remote learning platform (Microsoft Teams) most recently 4/1/21, 14/1/21 and 26/1/21 and expectations set.</p> <p>Long Term and Medium Term Curriculum planning is being followed for all subjects. Remote Learning meets government expectations of 3- 5 hours per day depending on age.</p> <p>All departments have completed Government's Mandatory Expectations for Remote Learning document.</p> <p>Vulnerable pupils and SEND have been targeted through weekly phone calls. PP pupils have been targeted with laptop provision. In school class provided, designed to support those with more complex SEND needs and those that are vulnerable.</p> <p>We regularly listen to stakeholders including parental feedback.</p> <p>Teachers are producing their own resources and utilising materials produced by the Oaks Academy and BBC Bitesize.</p>	<p>Continuing work to try and capture all pupils remotely.</p> <p>Continuous review of learning platform, best practice and sharing challenges and support.</p> <p>Guidance is being regularly reviewed in order to support staff, pupil and parental wellbeing, workload.</p> <p>Consideration of ensuring content is delivered. Consideration of live learning. Further CPD linked to remote provision. expectations and outcomes</p>	<p>4</p>	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>We communicate to all stakeholders via the following means:</p> <ul style="list-style-type: none"> • All staff email (which goes to governors). • Email to parents weekly on a Friday to update them. • School Website. • Weekly Monday and Thursday briefing with all Secondary staff via Teams. • Dept meeting meet most Tuesdays. • Via regular line management meeting with Dept. Leaders or SLT Leaders. • Via Microsoft Teams to students who are self isolating. • Governance meetings with Quality of Education link/scheduled governance meetings. • Tutor meetings every morning a week when there was lockdown. • Weekly analysis of student engagement, sign-posting students who need additional help/not engaging –,phone calls as a result. • Remote Parents Evenings • We have provided a guidance document for students and parents about how to access their remote learning. 	<p>Consider possibility of some live lessons when only a small amount of students are in self isolation and opportunities for engagement including regular whole class feedback (live) which still supports with the workload agenda.</p> <p>Not all parents/ carers are receiving updates due to not having the appropriate technology or access to email.</p>	<p>4</p>	<p>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.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<p>We communicate weekly with parents during coronavirus (COVID-19) on our school website.</p> <ul style="list-style-type: none"> • Governors are aware of the whole school approach and updated on schools progress by HT. 			
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> 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 	<p>Weekly remote learning analysis to identify weekly needs of pupils and support staff with planning appropriately.</p> <p>Aware of the workload agenda and have mitigated against this by formulating a plan which incorporates students' usual way of working.</p> <p>SLT regularly checking in with staff.</p>	<p>(Evaluating/ measuring impact of remote learning by analysing engagement through Teams.</p> <p>(Practical subjects have unfortunately had to re plan significantly in contrast to core recording producing practical tutorials.)</p> <p>Decide on what percentage of engagement receives phonecall in both key stages.</p>	4	<p>GOV.UK provides the following guidance:</p> <p>recording attendance in relation to coronavirus (COVID-19) during the 2021 to 2022 academic year</p> <p>actions for schools during the coronavirus outbreak</p> <p>remote education good practice</p>

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

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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
<p>Home environment</p> <p>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.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> understanding their strengths and weaknesses to improve their learning how to learn from home how to manage their time during periods of isolation 	<p>We have communicated with families to supply laptops to those who need them, equipment and normal working materials have been supplied with additional online versions.</p> <p>Communicated with families about applying for free data allowances through school for mobile devices via the website.</p> <p>Communicated directly with students on how to work on the Microsoft Teams platform. Introducing tutor time and wellbeing checks/ registration.</p> <p>We have emphasised the need for vulnerable children to be in school and have visited family homes where required to get children into their education.</p> <p>We are framing conversations positively and offering support rather than sanctions.</p>	<p>Delay in time it takes for laptops to be issued to be explored further.</p>	<p>4</p>	<p>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) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Laptops, tablets and internet access</p> <p>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.</p>	<p>See above</p> <p>64 laptops were delivered to those students who did not have access to appropriate technology, prioritising PP and vulnerable students, to complete their remote learning work. There was also the provision of Wi-Fi data and dongles for those who required it. (4 dongles, 10 SIM cards)</p>	<p>We recognise that this is our priority.</p> <p>Delay in time it takes for laptops to be issued to be explored further.</p>	<p>4</p>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Sandringham Sustaining Digital and Remote Education toolkit provides training on recognising and overcoming barriers to</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
				learning from technology.
<p>Supporting children with additional needs</p> <p>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.</p>	<p>SEND HOME LEARNING: Should there be a case for SEND children to work from home, we will ensure:</p> <ul style="list-style-type: none"> • Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well sequenced curriculum (following their usual timetable) so that knowledge and skills are built in. • Teachers will check engagement regularly to check how well pupils are progressing through the lessons • Regular contact with children and/or parents via Microsoft Teams or a Telephone call, to ensure that pupils can access learning and that their emotional needs are being met- this will also be logged on the tracker. • We will provide copies of their curriculum booklets/workbooks if needed. • Meetings with external agencies will continue 	<p>Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans or children with EHCPs and vulnerable have been invited in.</p> <p>SENDco to communicate this provision via emails and website.</p> <p>GAPS: HOME LEARNING EHCP students are more difficult to track if the student is at home</p>	<p>4</p>	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on Statutory obligations and expectations - Get Help with Remote Education - GOV.UK provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	remotely (via phone call or Teams)			The Sandringham Sustaining Digital and Remote Education toolkit provides training remote approaches that best support different types of learner needs.
<p>Monitoring engagement</p> <p>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.</p>	<p>Weekly remote learning analysis of student engagement looking at the minutes online, audio and video engagement and comments in the chat box to identify the students that require intervention.</p> <p>Parents are contacted by Heads of Year if a student has fallen short of our engagement expectations.</p>	<p>Daily checks- consider how we will ensure students have attended their lessons.</p> <p>Immediate contact if work is not completed or below standard. How do we know work is completed? Check with wider Trust schools.</p>		<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p> <p>The Sandringham College Sustaining Digital and Remote Education toolkit</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
				provides training on helping students understand what they need to progress.
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	See above.	See above	4	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

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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
<p>Minimum provision</p> <p>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:</p> <p>Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</p> <p>Key stage 2: 4 hours a day</p> <p>Key stages 3 and 4: 5 hours a day</p>	<p>Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well sequenced curriculum (following their usual timetable) so that knowledge and skills are built in.</p> <p>Teachers will check engagement regularly to check how well pupils are progressing through the lessons</p> <p>This equates at a minimum of 5 hours a day.</p>	<p>Screen-time considerations to be considered</p>	<p>4</p>	<p>Remote education expectations are highlighted in Statutory obligations and expectations - Get Help with Remote Education - GOV.UK</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>
<p>Curriculum planning</p> <p>The school has well-sequenced curricula in place to provide high quality on-site and remote education, and has the relevant resources in place to deliver the curriculum to pupils both remotely and in-class simultaneously, where needed.</p> <p>Where remote education is needed, schools set work that</p>	<p>See above</p>	<p>We need to focus upon feedback and checking that knowledge is being retained and lessons are sequenced to support this.</p>	<p>4</p>	<p>The school has well-sequenced curricula in place to provide high quality on-site and remote education, and has the relevant resources in place to deliver the curriculum to pupils both remotely and in-class simultaneously, where needed.</p> <p>Where remote education is needed, schools set work that is of equivalent length to the core teaching pupils would receive in school in an</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum.				appropriate range of subjects, and as a minimum.
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>The school is using Microsoft Teams to implement its remote curriculum.</p> <p>All remote education includes recorded or live teaching or uses other educational providers such as Oak Academy.</p> <p>When recording videos, teachers ensure that they are providing opportunities for students to pause and complete work so that the lesson is between 45 mins and an hour long.</p> <p>Assignments are either practical – during the lesson or set via the assignments page where pupils can download work to complete and hand in</p>	<p>Consistency in place where ending of the lesson to support wellbeing breaks.</p>	<p>4</p>	<p>GOV.UK provides:</p> <p>guidance on accessing and buying resources for remote education</p> <p>resources on remote education good practice</p> <p>guidance on how to access and set up online digital platforms to support delivery</p> <p>Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
				<p>any pupil with dyslexia or visual impairments.</p> <p>The Sandringham College Sustaining Digital and Remote Education toolkit provides training on research informed digital curriculum delivery.</p>
<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Feedback is given live during the lesson or individually through the assignments page when a child has submitted their work.</p> <p>A range of AfL strategies are used throughout the lesson to gauge understanding, gaps and take the learning further. Teachers respond during lessons. Some of our platforms are self-marking to provide instant feedback. Feedback is firstly positive not highlighting students who have not engaged. Staff workload has been considered and will continually be reviewed.</p>	<p>Checking whole class feedback Checking of understanding of lessons in real time needs some more attention. Embedded Qs into recorded video to check pupils are actually watching them in Secondary.</p>	<p>4</p>	<p>GOV.UK provides guidance on:</p> <p>assessing pupil progress and providing feedback in the remote education good practice guidance assessments and exams</p> <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>

Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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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
<p>Effective practice</p> <p>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.</p>	<p>Staff are aware of all the advisory guidance from the DfE and are using it to audit where we are and ask questions about where we are going.</p> <p>Staff aware of materials available such as the Oaks National academy and BBC Bitesize.</p> <p>See R/L Policy</p>	<p>We need staff to be aware of the rationale of our approach – whilst currently they are aware of just their expectations.</p>	<p>4</p>	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p> <p>The Sandringham College Sustaining Digital and Remote Education toolkit provides training for school leaders to develop research informed remote education practices.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Staff capability</p> <p>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.</p> <p>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.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>Most staff have a visualiser, which was provided and all staff have access to laptops provided by the school.</p> <p>Training sessions were provided for staff on how to use Microsoft Teams and staff shared best practice as part of out school learning community.</p>	<p>Review provision of training and ensure that training is linked to appropriate content.</p>	<p>3</p>	<p>The EdTech Demonstrator Programme 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, including for children with SEND.</p> <p>RNIB Bookshare, 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.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p> <p>The Sandringham College Sustaining Digital and</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
				Remote Education toolkit provides training on research informed digital curriculum delivery.
<p>Strategic partnerships</p> <p>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 and curriculum hubs.</p>	<p>Curriculum leads have read all the advisory guidance from DfE.</p> <p>Staff share best practice (See above)</p>	<p>Survey to all teaching staff to ask the above question regarding to liaising with their common curriculum counterparts at KNGS to adapt to remote learning.</p>	<p>3</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <p>The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs</p> <p>Maths hubs to improve maths education</p> <p>English hubs to improve teaching of phonics, early language and reading in reception and year 1</p> <p>Computing hubs to improve the teaching of computing and increase participation in computer science</p>

Communication

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

Scoring

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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
<p>Realistic expectations of pupils, parents and carers</p> <p>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.</p> <p>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).</p>	<p>Our Remote Learning Policy is on our school website and we have communicated how pupils access their remote curriculum and how long for.</p> <p>Within this expectations are explicit for all stakeholders.</p> <p>Parents have written thanking for the reassurance. Teams affords us the ability to submit assignments.</p>	<p>Wellbeing? Consistency? Communicate to staff.</p>	<p>4</p>	<p>Remote education expectations are highlighted in the Statutory obligations and expectations - Get Help with Remote Education - GOV.UK</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p> <p>The Sandringham College Sustaining Digital and Remote Education toolkit provides training on communicating with parents.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>School community events</p> <p>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.</p>	<p>Tutor time registration, Newsletter, assemblies</p>	<p>Online safety – communication. Mental Health and Physical Health.</p>	<p>3</p>	

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

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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
<p>Ensuring safety</p> <p>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.</p>	<p>Our Remote Learning Policy gives clear safeguarding protocols in place to ensure pupil and staff safety.(see Remote Learning Policy)</p>	<p>Internet safety. (During registration timeassembly?) Signposting – pastoral leaders to add to.</p>	<p>5</p>	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<p>Online safety</p> <p>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.</p>	<p>Guidance provided on how to stay safe whilst online and all of the measures in which to protect themselves, including: Cameras Microphones Online monitoring Setting expectations with pupils</p>	<p>Internet safety for students. (During registration time assembly?)</p>	<p>5</p>	<p>GOV.UK provides guidance on:</p> <p>safeguarding and remote education during coronavirus (COVID-19) teaching online safety in schools</p>
<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental</p>	<p>In lockdown we planned for two Wellbeing Wednesdays where we encourage parents and students to spend tie away from technology and engage in activities such as sport, walking, cooking etc..</p>	<p>Tutors make contact with parents at least once a week. Continue to monitor and track vulnerable students.</p>	<p>4</p>	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Weekly catch ups with pupils with cameras support pupil well-being and enables children to see their friends.</p> <p>Vulnerable pupils were phoned on a weekly basis for a discussion with a DSL or SENDCO accordingly if not in school provision.</p>			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>All files are sent through our secure email system Data is accessed remotely through a secure management system lessons and files are stored on Teams remote learning platform</p>		5	<p>GOV.UK provides guidance to support schools: with data protection activity, including compliance with GDPR to be cyber secure</p>
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Behaviour expectations have been set for all year groups.</p> <p>Rules are clearly set at the beginning of each lesson and teachers monitor and enforce these rigorously.</p>	<p>Guidance made clear to pupils and parents on the school website.As our remote package of online learning evolves our behaviour for learning remote learning rules are continually changing to keep both staff and students safe. Agreed protocol of behaviour – Staff, recording live lessons and blurring backgrounds. Students appropriate dress, language and conduct during lessons and in chat box.</p>	5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>



Department
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