



Department  
for Education

# **Review your remote education provision**

## **Schools**

**January 2021**

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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 [schools' guidance](#) and the [COVID-19 guidance 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](#), 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><b><u>Remote education plan</u></b></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 plan is in place (see plan). All staff included in delivery. This meets the expectations for remote education with a range of live, recorded lessons and activities which are loaded onto our platform and quality feedback is provided with opportunity to go back to work which has been improved in the light of feedback. Nationally approved resources are used to support and supplement work designed by staff such as Oak Academy and White Rose videos.</p> <p>All senior leaders are responsible for the quality and delivery of remote education.</p> <p>We adhere as closely to the school curriculum as possible and, where appropriate for best impact, the school curriculum is adjusted as appropriate and any curriculum changes are logged and developed.</p> <p>The plan includes Mental Health and wellbeing for all children and our work on Character strengths continues to be embedded in our day-to-day practise.</p> <p>We have consulted with primary world on our cyber-security and provide online safety advice as a regular part of our work.</p> <p>Vulnerable children and children with SEND are supported both in school and at home via Remote learning. Access to</p>		<div style="background-color: yellow; width: 20px; height: 20px; display: inline-block; margin-right: 5px;"></div> <b>5</b>	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools and colleges, and <a href="#">guidance</a> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to <a href="#">Cyber security in schools: questions for governors and trustees</a>.</p> <p>Read the guidance on <a href="#">actions for schools during the coronavirus outbreak</a> and refer to <a href="#">Oak National Academy</a> for help to deliver a planned curriculum for all.</p>

	technology and differentiated work is provided. Daily contact with Teachers and Teaching assistants.			
<p><b><u>Communication</u></b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. Remote education plan shared with all including website.</p> <p>More detailed, school and class level information is shared via Seesaw, dojo, email and the newsletter in order to inform and alter practice on the basis of feedback, monitoring and review.</p> <p>CPD for staff is included in this communication plan as there has, for some, been a steep learning curve and support and training in systems has been available to staff (and families).</p>		5	<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 <a href="#">publish information about their remote education provision on their websites</a> for parents.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p>
<p><b><u>Monitoring and evaluating</u></b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <p>understanding the impact on staff workload and how to mitigate against it</p> <p>staffing changes</p> <p>having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</p>	<p>Staff are open to discuss any challenges with Leaders and we offer formal opportunities to feedback in staff meetings. A weekly staff meeting discusses 'what is going well' and 'what could we improve'. Staff workload and wellbeing is discussed and any mitigations are put in place.</p> <p>Leaders explore data re pupil attendance on a daily basis and, because of our size and need to organise cover, we are aware on a daily basis of staff absence which is analysed at Leader level and feedback to Governors.</p> <p>Progress and attainment data is analysed termly, pupil progress is discussed, interventions are in place. (see catch up report).</p> <p>Leaders and Business Manager has remote access to school PC's</p>	<p>Maternity Cover started in January 2021 and is an NQT, so support from FW TSA is not happening whilst in Lockdown.</p> <p>Leaders and subject leaders review learning online and in discussions with staff, planning etc. but this is not currently formalised.</p>	4	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></li> <li>• <a href="#">actions for schools during the coronavirus outbreak</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>



	'There is a culture, which has been created in your school, of staff feeling able to ask for help, and get it, from both teaching colleagues and SLT'. TC			
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## 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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b><u>Home environment</u></b></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> <p>understanding their strengths and weaknesses to improve their learning</p> <p>how to learn from home</p> <p>how to manage their time during periods of isolation</p>	<p>We work closely with families to support. We have offered Tablets and laptops to families who need IT support and daily IT technical support.</p> <p>We have continued to use Zoom and Seesaw as our Remote Learning Platforms which were used in the last lockdown so families and children were familiar with them and children received training on them in school.</p> <p>We have given each family a timetable for managing learning from home, timetables to support and a balance of live, video and activities so that this can be managed around home working etc.</p> <p>We have considered our large families and created a timetable which allows families of children in each class to have their Live lessons at different times.</p> <p>We have also considered the amount of time children spend on Live lessons and made these no longer than 30 mins long.</p> <p>Weekly assemblies give whole school feedback to remote Learning as well as advice and tips for managing their mental health and well-being.</p> <p>Resilience and self-regulation and other learning characteristics have become all the more important and staff continue to use this language of metacognition and character in order to support children</p>	<p>How we can better support our children and families will always be a high priority and sometimes the Gaps are not always apparent.</p> <p>It is very challenging for families with more than 2 children and families with parents who are also working from home.</p>	<p><b>4</b></p>	<p>The EdTech Demonstrator Programme's <a href="#">remote education roadmap</a> supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

	<p>with their emotional responses and self-motivated engagement in learning.</p> <p>Staff have planned for children’s learning needs with some children zooming their teachers, support staff in school (or attending school and receiving appropriate support).</p> <p>Protocols for live lessons and home learning have been developed</p>			
<p><b><u>Laptops, tablets and internet access</u></b></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 where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>Families have been supported with hardware (distributing PP acquired laptops and school owned laptops with a specific user agreement) and advice for connectivity regardless of vulnerability. This has been at an additional cost to school either for devices or enabling devices to be used at home. A user agreement has been drawn up and serial numbers collected.</p> <p>Where online learning is not at all possible, or where there are ‘down periods’ such as connectivity issues and awaiting providers, hard copy work and information has been provided.</p> <p>Weekly opportunities to collect quarantined reading books for children has been available as well as new exercise books and resources needed for lessons such as whiteboards</p>	<p>We have given families a laptop / tablet so that they can access remote learning. All technology had Zoom and Seesaw downloaded.</p> <p>We have also tried to limit the amount of printing required and tried to get children to write on work books.</p> <p>For children such as children with SEND, with have given them the opportunity to come into school.</p> <p>Children with Dyslexia and children with Autism need to be better supported with technology.</p>	<p><b>4</b></p>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <a href="#">how to set up a virtual classroom</a> and how to <a href="#">embed technology into teaching practice</a>.</p> <p>Where pupils might lack digital access, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets and internet</a>.</p>

<p><b><u>Supporting children with additional needs</u></b></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.</p> <p>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>Children with EHCPs, Social workers etc. are in school and where this is not possible or appropriate support is available.</p> <p>Weekly communication from senior leaders / SENDCO is in place.</p> <p>Daily contact with support staff to aid learning.</p> <p>Work is differentiated in order to support the child meet their SLP targets which continue to be reviewed.</p> <p>Vulnerable children have a place in school where support from teachers and teaching assistants is given.</p> <p>‘Another strength I’ve noticed you have at Worthington is that the environment is such that some staff, though allowed to teach from home if they so choose, have decided they’d prefer to deliver their Zoom lessons from school. This has the added positive side effect to the children in the hall of their teacher being around to talk to them, after they’ve delivered the Zoom lesson, and help them with any further queries. My perception is that these children are all enjoying being in school and they like the individual extra</p>	<p>Children with Dyslexia and children with Autism need to be better supported with technology.</p> <p>Ensuring that we support the vulnerable and SEND child remains a high priority and we continually seek to improve the provision we offer.</p>	<p style="text-align: center;"><b>4</b></p>	<p>The EdTech Demonstrator Programme has made <a href="#">a range of SEND resources</a> available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on <a href="#">actions for schools during the coronavirus outbreak</a> provides guidance on how schools should support <a href="#">pupils with SEND and vulnerable children</a>.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
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	attention they're getting etc, so this is helping with their mental health and well-being too'. TC			
<p><b><u>Monitoring engagement</u></b></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>Each lesson an attendance register is taken and parents are required to let the teacher know if their child is unable to attend the live zoom lessons.</p> <p>We monitor who is uploading their work onto seesaw for each lesson.</p> <p>When attendance and work is not being uploaded to seesaw, this information is feedback to leaders and a phone call home to parents is then required by leaders.</p> <p>If a child continues to not engage a place in school will be offered to them.</p> <p>Attendance is celebrated and discussed each week in celebration assembly.</p>		<b>5</b>	<p>Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance</a>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress</a>.</p>
<p><b><u>Pupil digital skills and literacy</u></b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Children were taught how to use seesaw and zoom on ICT lessons.</p> <p>Children, staff and parents are sharing good practice and offering support to each other.</p>	<p>Regular ICT lessons for children and parents.</p> <p>Staff sharing good practise in weekly staff meetings.</p>	<b>4</b>	<p>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.</p>

	<p>Advice and support for digital literacy has been available and links to videos and webinars to support parental and pupil understanding where necessary has been provided.</p> <p>Working closely with the SENDCO, family and child alterations are made where appropriate and support is provided.</p>			
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**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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b><u>Minimum provision</u></b></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> <ul style="list-style-type: none"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<p>We adhere to and exceed the following:</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>With all in school practice continuing such as spellings, assembly etc.</p>		<b>5</b>	<p>Remote education expectations are highlighted in <a href="#">actions for schools during the coronavirus outbreak</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p>
<p><b><u>Curriculum planning</u></b></p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>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.</p>	<p>We adhere as closely to the school curriculum as possible and, where appropriate for best impact, the school curriculum is adjusted as appropriate and any curriculum changes are logged and developed.</p> <p>The plan includes wellbeing for all.</p> <p>The curriculum at home is identical to the one taught in class with adaptations to enable access.</p>		<b>5</b>	<p>GOV.UK provides resources on remote education <a href="#">good practice</a> and <a href="#">how to adapt teaching practice</a> for remote education.</p> <p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p>

<p><b><u>Curriculum delivery</u></b></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>Remote plan is in place (see plan).</p> <p>All staff included in delivery. This meets the expectations for remote education with a range of live, recorded lessons and activities which are loaded onto our platform and quality feedback is provided with opportunity to go back to work which has been improved in the light of feedback.</p> <p>Nationally approved resources are used to support and supplement work designed by staff such as Oak Academy and White Rose videos.</p>		<h1>5</h1>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">accessing and buying resources for remote education</a></li> <li>• resources on remote education <a href="#">good practice</a></li> <li>• guidance on <a href="#">how to access and set up online digital platforms</a> to support delivery</li> <li>• <a href="#">Oak National Academy</a> provides resources and guidance on how to map resources to a school’s existing curriculum.</li> </ul> <p><a href="#">RNIB Bookshare</a>, 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.</p>
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<p><b><u>Assessment and feedback</u></b></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>Teachers access the work via seesaw daily and are able to offer a comment and feedback on the learning.</p> <p>Whole class feedback is then given during the live zoom lessons and next steps discussed.</p> <p>Retrieval opportunities are given weekly so the children can continually review and remember their learning.</p> <p>This feedback is used as part of AFL in order to reframe the next steps in learning for the groups / class.</p>	<p>Continue to manage children and parental expectations of the hours feedback should be provided</p> <p>Feedback opportunities needs to be manageable for staff.</p>	<p style="text-align: center;"><b>4</b></p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">remote education good practice</a> guidance</li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> for schools on effective assessment and feedback.</p>
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## Capacity and capability

Schools support staff to deliver high-quality remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b><u>Effective practice</u></b></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>We read and assimilate everything we have been sent as well as wider research to ensure we utilise and signpost the resources available to us. Additionally, we share ideas in each staff meeting and staff share resources between themselves.</p>	<p>Continue to share good practise and reflect on the current provision being offered.</p>	<p><b>4</b></p>	<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p>
<p><b><u>Staff capability</u></b></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>As above. All staff have the resources and training needed (we regularly support each other with new insights also and other technological training) to complete teaching remotely. Because we are unable to withdraw staff, due to capacity, much CPD is led by leaders as needs arise.</p> <p>All TAs utilise the resources and support teachers by sharing workload feeding back to children.</p>	<p>Audit staff needs and develop a developed, targeted, improved training programme going forward.</p>	<p><b>4</b></p>	<p>The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p> <p><a href="#">RNIB Bookshare</a>, 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</p>

<p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>			<p>for any student with <a href="#">dyslexia or visual impairment</a>.</p> <p><a href="#">pdnet</a> provides free <a href="#">training events</a> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p><b><u>Strategic partnerships</u></b></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 <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>	<p>Local schools are sharing practice within network meetings at a variety of levels from subject to senior leaders.</p> <p>The Education Effectiveness Team at LLC, the Symphony Cluster group and DRB Heads has supported us greatly in many ways, especially finding our way through DFE guidance of what we can have access to or collating school responses for technological needs for vulnerable pupils and even this audit in order to share and collate good practice to disseminate.</p> <p>We utilise resources from the maths and English hubs.</p> <p>Staff share practice with other partners for example from training they have attended and even twitter groups etc.</p>	<p>We continually look to improve our current provision and work with other schools and networks to do this.</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EdTech Demonstrator Programme</a> for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs</li> <li>• <a href="#">Maths hubs</a> to improve maths education</li> <li>• <a href="#">English hubs</a> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <a href="#">Computing hubs</a> to improve the teaching of computing and increase participation in computer science</li> </ul>

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## Communication

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Realistic expectations of pupils, parents and carers</b></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>Staff clearly share expectations within timetables, work set and scheduling arrangements to manage parental and children's expectations and emotions / work within the expected hours set by the DfE.</p> <p>Our remote learning plan has been presented to parents and is published online.</p> <p>Parents and Carers are happy to contact the school when issues arise and school is more than happy to support.</p> <p>Teachers have good communication with parents via DoJo.</p>		<p><b>4/5</b></p>	<p>Remote education expectations are highlighted in the <a href="#">actions for schools during the coronavirus outbreak</a></p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>The <a href="#">school workload reduction toolkit</a> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p>
<p><b>School community events</b></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>Live lessons are conducted daily as part of our timetable as for English and maths as well as other subjects and activities.</p> <p>In addition to live class lessons, we have a daily slot where all children log in for a story time / reading a class text. (KS1)</p>		<p><b>5</b></p>	

	<p>Prior to national lockdown we held events online such as parental information sessions, and nativity all online with engagement from children at home and school and for parents to enjoy.</p> <p>We have Celebration Assembly each week, many parents join also. We also hold competitions where everyone contributes and results, outcomes etc. posted in our newsletter – such as sporting, art etc.</p> <p>We have created a Remote Learning board in the hall, where we celebrate our achievements.</p> <p>Monthly Newsletter to parents.</p>			
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## **Safeguarding and wellbeing**

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b><u>Ensuring safety</u></b></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>We have an updated our safeguarding policy and behaviour annex which supports effective safeguarding.</p> <p>We have updated our Child Protection policy.</p> <p>Almost all children who are vulnerable (vulnerable / EHCP / Social worker / Early help etc.) are in school and, those who are not are contacted on a weekly basis as well as daily contact through learning which is followed up quickly if they fall behind. This is reported on my concern so that a chronology of communication is available.</p>	<p>Continue to ensure children and parents understand how to keep children safe online.</p>	<p><b>5</b></p>	<p>GOV.UK provides guidance on <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a>.</p> <p>Schools should also refer to statutory guidance for schools and colleges on <a href="#">safeguarding children</a>.</p>
<p><b><u>Online safety</u></b></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>Staff (and families / children) are provided with online safety training and expectations. Any appropriate reminders are sent and our newsletter has an online safety content also. Teachers understand the importance of this, it's a weekly agenda item for our staff meeting and they are reminded of expectations and reporting routes.</p>	<p>Continue to keep everybody up to date with how to keep everyone safe online.</p>	<p><b>4/5</b></p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">teaching online safety in schools</a></li> </ul>

<p style="text-align: center;"><b><u>Wellbeing</u></b></p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental 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>A wealth of mental health and wellbeing information is provided to staff and children.</p> <p>Training has been provided for staff to spot and respond to mental health issues and we have an appointed ELSA who picks these up within her timetable. Some cases are referred into early help or other pathways. We also have wellbeing ambassadors in our schools. Weekly mental health and wellbeing information is put on our assembly / newsletter and other communication channels.</p> <p>We have a wellbeing section in each staff meeting and we listen to staff throughout the week problem solving workload and wellbeing issues, Staff support each other well both in school and virtually with our staff WhatsApp group.</p>	<p>Provide children with an opportunity to chat to the ELSA throughout the week.</p>	<p>4/5</p>	<p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education</a>.</p>
<p style="text-align: center;"><b><u>Data management</u></b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Our online systems comply with all necessary GDPR regulations and, where there have been updates to changes approaches / data uses etc. have been shared with parents and compliance mechanisms sought with the support of Primary World</p>	<p>Ensure DoJo is compliant.</p>	<p>4/5</p>	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>• with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>• to be <a href="#">cyber secure</a></li> </ul>

<p><b><u>Behaviour and attitude</u></b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Our behaviour annex has been updated and protocols and procedures for hybrid learning include a section on expected behaviours from staff, children and families.</p> <p>Staff share expectations at the beginning of all live lessons.</p>		<p>4/5</p>	<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>
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Department  
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