



Department  
for Education

# **Review of Remote Education Provision**

## **Mary Dean's CE Primary School**

**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.

# 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>Remote education plan</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>All Senior leaders have local responsibility for the remote and home learning in their teams.</p> <p>Policy available on school website's remote learning page.</p> <p>All staff agreed policy during Autumn 2020.</p> <p>Range of classes closed due to positive</p>	.	4	<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</p>

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.
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>cases led to practice for remote learning tools.</p> <p>Lockdown 2021 gave cause to implement across full range of school.</p> <p>Teachers pre-recording sessions for F-KS1 pupils</p> <p>Live input sessions for KS2</p> <p>All SEND pupils are identified and either in school (inc EHCP pupil) or have specific work set by teacher or specified support staff.</p> <p>SEND and SEMH pupils provided with 1-1 zoom sessions from 18.1.2021</p>			<p>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><a href="#">Cyber security in schools: questions for governors and trustees</a> gives guidance on how to remain cyber-secure.</p> <p>Refer to <a href="#">Oak National Academy for help to deliver a planned curriculum for all.</a></p>

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.
<p><b>Communication</b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Governors are able to access information via the school website</p> <p>Local governors have collected feedback through social media platforms.</p> <p>Parents and carers well informed.</p> <p>Website has clear information published</p>	<p>Some parents hard to reach.</p> <p>Laptop loan scheme launched in Autumn 2020 - some still seem unaware.</p> <p>Some parents struggling with quantity of work</p> <p>School making phone calls/emails/texts to support and target individuals</p>	4.	<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 <a href="#">about their remote education provision on their websites for parents</a>.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during COVID-19.</p>
<b>Monitoring and evaluating</b>	All teachers and support staff have been	All teaching staff released from school for PPA time – impact on support staff	4	GOV.UK provides the following guidance:

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<p>Not yet in place or there are major gaps.</p>	<p>Identified gaps but a plan is being developed to address them.</p>	<p>In the process of implementing systems and practices to address this.</p>	<p>Practices and systems are in place with minor gaps.</p>	<p>Practices and systems are fully embedded, and there are examples of best practice.</p>
<p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>supported in delivering online lessons</p> <p>School is highly aware of the fact that we have large numbers of required to work alongside children in school as well as provide online learning</p> <p>Staff shortages may result in class or group closure as there is no additional capacity.</p> <p>Impact of lateral flow testing to be monitored post 25<sup>th</sup> January</p>	<p>or part time teachers – flexibility/demands</p>	<p>.</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="#">full opening for schools: school workforce</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>

## 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><b>Home environment</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> <ul style="list-style-type: none"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p>School is acutely aware of all pupils and their potential needs.</p> <p>Support on mental health is available via the school website's health and well-being page.</p> <p>On the website, (remote learning page) children can find sample daily timetable.</p> <p>Additional plans and timetables have been sent from individual teams.</p> <p>Some Zoom meetings have additional time for social chat for children</p>	<p>Balancing management of learning between school and home. More parental input always needed for younger or less able children.</p> <p>Some parents unable to support their children.</p> <p>Range of learning support materials offered both virtual and pencil and paper</p>	<p>4</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</a>, <a href="#">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><b>Laptops, tablets and internet access</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>All pupils in Y1-6 have been provided with a comprehensive set of CGP workbooks for reading comprehension, maths, SPAG, handwriting and mental maths for use at home.</p> <p>School has sent out 22 laptops (DfE allocation 11) to pupils without enough equipment at home.</p> <p>School has stock of data sim cards to support internet access issues.</p> <p>Especially vulnerable pupils invited into school</p>	<p>Some pupils simply not engaging – despite having a school laptop.</p>	<p>4</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</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</p>
<p><b>Supporting children with additional needs</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>EHCP pupil in school full time.</p> <p>Other pupils with SEND have their usual sessions provided via Zoom daily.</p> <p>Work with specific pupils provided weekly/daily dependent on usual timetable</p>		<p>4/5</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 for full opening of schools should support <a href="#">pupils</a></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>Parents and carers usually support children during sessions Office and all staff provide trouble-shooting advice and re-set passwords etc when required. Use of Zoom is live and staff offer live feedback</p>			<p><a href="#">with SEND and vulnerable children.</a></p> <p><a href="#">Oak National Academy provides resources for teachers to support children with additional needs.</a></p>
<p><b>Monitoring engagement</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>Teachers have contact with all children and can see at a glance who has taken part in a session. Google classroom registers track KS2 and Class Dojo for KS1 and Foundation. Teaches follow-up absentees and persistent concerns are passed onto SLT then HT. Telephone, text, email and doorstep contact utilised.</p>			<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>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education,</p>	<p>Telephone support always available.</p> <p>One parent has come into school for face to face lesson on google classroom. Others have</p>		4/5	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance</p>

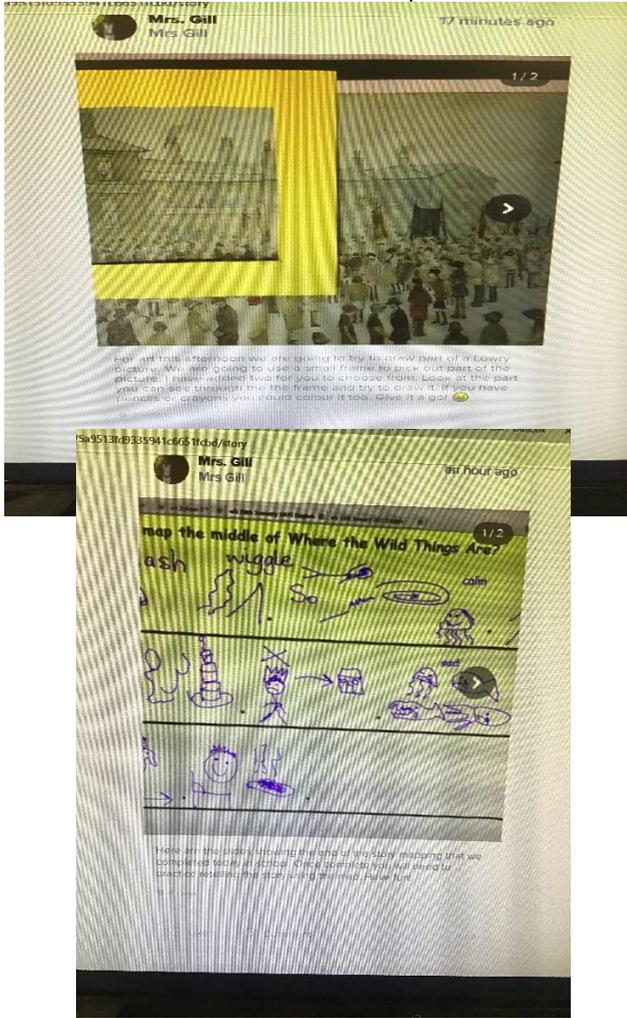
including assistive technologies for pupils with SEND.	accessed this via telephone.			to pupils on how to use the technology.
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## Curriculum planning and delivery

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.

### 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><b>Minimum provision</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>Sample from KS1 Using Class Dojo</p> 		5	<p>Remote education expectations are highlighted in <a href="#">the guidance for full opening</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>Sample from Y3/4 13<sup>th</sup> Jan.</b></p> <p><b>Assignment: "Maths - Wednesday 13th January - Short Multiplication 3 digit numbers"</b> S K posted a new assignment: Maths - Wednesday 13th January - Short Multiplication 3 digit numbers Created 9:03 AM9:03 AM</p> <p><b>Assignment: "Do I know what the Gospels are?"</b> SK posted a new assignment: Do I know what the Gospels are? Created 9:01 AM9:01 AM</p> <p><b>Assignment: "Lesson 3 - Measurement"</b> H posted a new assignment: Lesson 3 - Measurement 5 students Created 7:00 AM7:00 AM</p> <p><b>Announcement: "We have continued to see excellent home..."</b> S Created Jan 12Jan 12 We have continued to see excellent home learning. Well done to everyone who has been able to attend the Zoom meetings and to those children who continue to complete the learning when they are unable to attend. Details of today's Zoom meetings are below. Please note the earlier afternoon meeting at 1pm. I look forward to seeing many of you there. Today's Zoom meeting will be: Mrs K's English Time: Jan 13, 2021 09:00 AM London Join Zoom Meeting <a href="https://us04web.zoom.us/j/73332235574?pwd=cm5hT0V5cGVGN3FhWGEzUCtkYWc4QT09">https://us04web.zoom.us/j/73332235574?pwd=cm5hT0V5cGVGN3FhWGEzUCtkYWc4QT09</a> ID: 733 3223 5574 Passcode:</p>			
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xvbT9X Mrs K's Maths Time: Jan 13, 2021 11:00 AM London Join Zoom Meeting  
<https://us04web.zoom.us/j/79000630659?pwd=SmtLR1VFVjdTZllMVkVZSjZVeklBUT09> Meeting ID: 790 0063 0659  
Passcode: zRa503 Mrs Ketley's RE Time: Jan 13, 2021 01:00 PM London Join Zoom Meeting  
<https://us04web.zoom.us/j/73014797921?pwd=RWY4R1B1Y2FjV1YvdDFhUjBHUjNPdz09> Meeting ID: 730 1479 7921  
Passcode: jG5ppq

2 class comments

**Example from Y5/6 13<sup>th</sup> Jan**

Saved announcements (1)

Announce something to your class

**Post by I**

Created 9:17 AM9:17 AM

Hello Mrs B i have just got disconnected but I will keep trying

2 class comments

I  
:20 AM  
Ok .

Add class comment...

**Post by E**

Created 9:16 AM9:16 AM

English

	<p>Miner's Work - E. Google Docs</p> <p>Add class comment...</p> <p><b>Assignment: "PHSE Lesson 1 Year 6 Wednesday 13th January"</b> SL posted a new assignment: PHSE Lesson 1 Year 6 Wednesday 13th January Created 8:49 AM8:49 AM</p> <p><b>Material: "Art Wednesday 13th January"</b> GB posted a new material: Art Wednesday 13th January Created 8:47 AM8:47 AM</p> <p><b>Post by D</b> Created 8:17 AM8:17 AM are we going to have spelling tests</p> <p>4 class comments</p> <p>D8:31 AM ok</p> <p>Add class comment...</p> <p><b>Assignment: "M Maths Wed 13/01/21"</b> L posted a new assignment: M Maths Wed 13/01/21 1 student Created 6:12 AM6:12 AM</p> <p><b>Assignment: "Maths 13/01/21"</b> LT posted a new assignment: Maths 13/01/21 Created 6:12 AM6:12 AM 3 class comments</p>			
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	<p><b>Assignment: "register 13th Jan"</b>  LT posted a new assignment:  register 13th Jan  Created 6:12 AM6:12 AM  21 class comments  <b>Assignment: "English zoom 13th January"</b>  LT posted a new assignment:  English zoom 13th January  Created 6:11 AM6:11 AM  <b>Assignment: "M English 13/01/21"</b>  LT posted a new assignment: M  English 13/01/21  1 student  Created 6:10 AM6:10 AM  <b>Assignment: "The Giant's Necklace Part 3"</b>  LT posted a new assignment: The  Giant's Necklace Part 3  Created 6:10 AM6:10 AM</p>			
<p><b>Curriculum planning</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>The remote learning is following the planned curriculum shown in our published knowledge organisers.</p> <p>All children are learning from the same 'diet' of lessons, whether in or out of school.</p>		5	<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>Curriculum delivery</b></p>	<p>Remote education includes recorded or live, direct teaching time from the</p>		4/5	<p>GOV.UK provides:</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>school and some excerpts taken from Oak National Academy</p> <p>Appropriate time is given for pupils to complete tasks and assignments independently</p> <p>Children in Foundation and Key Stage one communicate via Class Dojo using text, image and video and Key Stage two children use Google Classroom and Zoom.</p> <p>Zoom sessions are provided for specific children with identified SEND or vulnerability.</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>Assessment and feedback</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>All staff monitor who is engaging with learning.</p> <p>Feedback is given via the live stream on Google classroom or through Class Dojo.</p> <p>Feedback may be made for a whole class or group, or to an individual.</p>		4	<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 guidance</a></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.

### 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>Effective practice</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>Exceptional inter-staff support and guidance.</p>		5	<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>Staff capability</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>All staff in school therefore all resources readily available.</p> <p>Staff using before school/after school to pre-record teaching sessions and techniques – esp KS1 to support parents.</p>		5	<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</a></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>Staff allocated to specific pupils. All staff have gained working familiarity with Zoom</p> <p>Staff working together in teams to further refine and enhance techniques.</p>			<p><a href="#">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 for any pupil with a <a href="#">print disability</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>Strategic partnerships</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</p>	<p><b>Not all relevant for primary.</b></p> <p>Working with diocese to bring together RE ideas and resources.</p> <p>All HT's of local schools supporting each other and sharing ideas and methods.</p>		4/5	<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, <u>including</u> how to embed technology into teaching practice, and how</li> </ul>

the <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.				to embed practice across MATs <ul style="list-style-type: none"><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.

## 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>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>Information on the school's website.</p> <p>Office responds to calls and emails</p> <p>All teachers using Class Dojo as communication device for linking with parents and carers.</p> <p>Pupils clear about their tasks</p>		4	<p>Remote education expectations are highlighted in the <a href="#">guidance for full opening</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 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</p>	<p>Regular whole class/group Zoom sessions keep children in touch.</p> <p>Year 3/4 plan a 'no adults' Zoom session so children can relax and simply chat and socialise.</p>			

a sense of community and belonging, especially disadvantaged and SEND pupils.	School newsletter sent weekly with updates and information about events that everyone can take part in.			
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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.

### 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>Ensuring safety</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>Class Dojo, parents have to be invited.</p> <p>Google Classroom – work set on accounts is only shared with pupils. Pupils require individual password.</p> <p>Zoom links shared only through these platforms and are additionally password protected.</p> <p>Reporting procedures remain in place for all staff in school.</p>		4/5	<p>GOV.UK provides guidance on <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></p> <p>Schools should also refer to <a href="#">statutory guidance for schools and colleges on safeguarding children.</a></p>
<p><b>Online safety</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>See above.</p> <p>Password protected.</p> <p>Online resources checked prior to use.</p> <p>Additional safety documents on website and advertised through the newsletter</p>		4/5	<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><b>Wellbeing</b></p>	<p>Specific adult has role of SEMH of pupils and families.</p>		4/5	<p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education.</a></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>Telephone and/or Zoom contact in process with these individuals.</p> <p>Pupils in school continue with 1-1 sessions where bubbles allow, or online.</p>			
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p><b>Yes.</b></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>Behaviour and attitude</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>We expect all pupils to behave in the same way towards staff and each other as they would in the classroom.</p> <p>Zoom acceptable use protocol on school website.</p> <p>See Google classroom stream</p>			<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>

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