Review of remote education provision

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
Remote education plan There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.	-Clear plan in place -Daily contact- Zoom, DB Primary, Live lessons, Recorded lessons -Paper packs for children with no device or WIFI or based upon learning need -Roll out of Chrome books and WIFI -SEND specific learning	-Teacher workload- marking Continue to roll out devices/ buy more	4	To help develop your remote education plan: 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. GOV.UK has brought together school-led webinars to share best practice in setting up remote education. For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees. Read the guidance on actions for schools during the coronavirus
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.	-Delivering the curriculum as planned with tweaks -Spanish, PE, Music, LJ being covered -Clear differentiation -Individual and group feedback -Interventions taking place – reading focus -Vulnerable and EHCP children have all been invited -Weekly contact from Safeguarding team	-Spot checking quality and differentiation by SLT -SEND team spot check and support SEND children (no EHCP) -Monitor the quality of learning in critical worker hubs	5	

	-Weekly contact from SEND team -Individual learning packs sent home for SEND/EHCP children			outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	-Initial letter with guidance -Bi-weekly newsletter on remote learning -Website support – how to guides, useful links, provision for Nursery remote learning -Video on expectations -Bi-weekly children's HT videos -Bi-weekly staff videos -CEO weekly newsletter for staff -CEO/HT weekly policy/ risk assessment review	-Update blended learning policy	4	Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	-Disseminated leadership to support remote learning -AHT/DHT weekly meeting with teams -Weekly SLT meetings -CEO/HT weekly review of actions plan and risk assessment -Responding to pupils, parents and staff feedback to improve quality -Hub children registered -9am remote registration with class teacher -1st day calling in place -Consistent staff bubbles -Absence and sickness procedures continue as normal -Remote learning monitoring schedule in place for online learning at home and in the hub	-Continue to review and improve remote learning based in weekly feedback -Continue to review EYFS Tapestry use	4	GOV.UK provides the following guidance: • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • actions for schools during the coronavirus outbreak • remote education good practice

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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Home environment The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home. The school supports pupils on how to self-regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	-Safeguarding phone calls- vulnerable, SEND and limited contact children as well as new concerns -Good understanding of families and home circumstances – via phone calls and information held centrally -Live teaching supports home learning -Bi-weekly children's videos to promote good home learning -Teacher weekly feedback on time management for pupils at home -SLT weekly meetings- discussing children's wellbeing during lock down and tweaks to remote education	-Continue to review and monitor	4	The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment. Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet. 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.

Laptops, tablets and internet access Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.	-Lists o children with no device -List of children with no internet -Bought/ buying chrome books to meet the demand (Chrome book loan library) -Vodafone WIFI sim cards -Bought wireless hot spots to enable the WIFI access -How to guides/ videos on the school website -Weekly paper pack home learning -SLT available in school every day to support	-Continue to review and monitor internet and device usage -Monitor quality of remote paper home learning	4	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. 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.
Supporting children with additional needs Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.	-All EHCP children offered a place in the school hub -EHCP children receive bespoke hub provision -Remote learning for SEND children monitored -EHCP paper packs bespoke and delivered -Weekly phone class to EHCP children	-Continue to monitor SEND provision across the school	4	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. The guidance on actions for schools during the coronavirus outbreak provides guidance on

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.	-Monitoring provision for all SEND children -How to guides on the school website Bi-weekly remote learning newsletter -Class teacher phone class and support -SLT phone class and in school support -SLT pupil conferencing	-Continue to monitor and support parents	4	how schools should support [pupils with SEND and vulnerable children.](#) Oak National Academy provides resources for teachers to support children with additional needs.
Monitoring engagement The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.	-9am register for all children on Zoom -Teacher follow up of absence -1st day calling by office staff -AHT/DHT phone class -Safeguarding letters and texts -In school welfare checks -Home welfare checks -Police welfare checks -Weekly SLT discussions	-Continue to review to ensure we don't miss any children	5	Advice on how schools should monitor engagement is highlighted in the [remote education expectations guidance.](#) EdTech Demonstrator networks have produced a range of webinars and tutorials, including [sharing advice and top tips on ways to monitor and evaluate progress.](#)

Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	-DB Primary lessons in school already -Class teacher support -How to guides -Phone class -1:1 Support in school -Key children / SEND in school -Alternative provision given if digital is not appropriate	-Continue to review SEND/EHCP remote learning	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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum: • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day	-Morning 9am registration on Zoom -Reading Writing, Maths and Learning Journey -Specialist provision- PE, Music, Spanish -Live lessons -Recorded lessons -Phonics/ RWI lessons -Groups lessons -1:1 lessons -Interventions -Feedback sessions -Differentiated -Tweaks based on feedback- children parents and staff	-Continue to review how much time children and staff are online for each day	5	Remote education expectations are highlighted in actions for schools during the coronavirus outbreak. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.
Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is	-Following the half termly learning journey pacing sheets -Paper packs are the same as online learning -Same curriculum as it is would be in school with tweaks where needed -Weekly team planning continues -Personalised learning / EHCP children -Learning is differentiated -Practical learning for Nursery	-Continue to monitor SEND provision	4	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education. The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders

similar but adapted or one that is completely different.	supported by creative packs sent home -SLT monitor remote education weekly			support their pupils during remote education.
Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	-DB Primary -Live and recorded Zoom lessons -Blog, email and homepage on DB Primary -Systematic use of PPT and PDF to support access on devices -Oak National resources used to support -Paper packs for key children -Blended learning / remote education strategy -Weekly monitoring by SLT on the quality of remote education – participation and engagement -Ongoing contact with families -School office remains open for contact -Email address for contact on school website	-Contact DB Primary about improvements needed -Explore Google Classroom	4	GOV.UK provides: • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital platforms to support delivery • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. 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 any pupil with dyslexia or visual impairments.

Assessment and feedback				
Assessment and feedback The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	-Formative assessment-daily-live lessons, feedback, work published and uploaded -Formal assessments in March -SLT pupil conferencing -Paper packs returned and posted to teachers -'Well done from School' postcards being sent home-weekly -Use of Tapestry		4	GOV.UK provides guidance on: • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.

Capacity and capability

Schools support staff to deliver high-quality remote education.

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Effective practice Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.	-Risk assessment and strategy updated weekly -Updated information, resources and best practice shared with staff -HT/CEO weekly reviews -SLT weekly emails -HT bi-weekly video -SLT weekly meetings to discuss new guidance -HT attend LA briefing bi-weekly -HT attend local HT briefings (EPHA) -HT signed up to several leadership sites for weekly updates on best practice		5	The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. GOV.UK provides a good practice guide to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.
Staff capability Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.	-All staff have laptops to work from at home -School staff are aware of and used to working with DB Primary -TA training on how to use Chrome books and Zoom. -Staff allowed to collect other	-Explore Google classroom -Continue to monitor SEND take up	4	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

Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	resources from school to allow them to work from home -Class Link introduced, enabling staff to be able to access shared drives/ resources -SLT/ staff sharing new ideas / top tips -TA training for online interventions -Online access to reading resources -SLT support for online learning for staff, e.g. inviting staff into school, modelling sessions, giving feedback to them			online platforms and resources, including for children with SEND. 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. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.
Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like	-EPHA meeting ½ termly -LA meeting bi-weekly -CEO/ HT weekly meetings -SLT weekly meetings -Safeguarding weekly meetings -Online training	-Continue to share best practice and learn from each other	4	There are several school-to-school support networks which you can make use of, including: • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into

the EdTech Demonstrator Programme and curriculum hubs.				teaching practice, and how to embed practice across MATs • Maths hubs to improve maths education • English hubs to improve teaching of phonics, early language and reading in reception and year 1 • Computing hubs to improve the teaching of computing and increase participation in computer science

Communication

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

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Realistic expectations of pupils, parents and carers Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website. Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).	-Initial letter from HT -Bi-weekly remote learning newsletters for parents -Regular updates on social media sites and website -How to guides and videos on school website -Parent survey -Bi-weekly HT videos for children -1:1 in school support -Virtual teacher support -High expectation for attendance and follow up -Learning expectations set during 9am Zoom register for the day	-Publish remote learning strategy online	4	Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).
School community events Pupils are given regular opportunities to attend and participate in shared, interactive	-Daily registration-9am – whole class on Zoom -Live/interactive groups lessons -Bi-weekly HT videos for	-How to support a sense of community who are not online	4	

lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	children -PE specialist weekly videos and challenges -SEND team weekly additional phone calls			

Safeguarding and wellbeing

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.	-Safeguard My School App -Online live Zoom lessons -Valuable children's list- weekly meetings and weekly phones calls -Teachers follow up, 1st day calling by office, attendance letter sent, school welfare check, police home visit		4	GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19). Schools should also refer to statutory guidance for schools and colleges on safeguarding children.
Online safety If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.	-Trust wide online safety booked for staff, parents and children -HT video messages -DB Primary whistle blowing -Online live lesson expectations shared with staff, parents and children -Updated blending learning / remote learning strategy -Safety monitored by teachers and SLT		4	GOV.UK provides guidance on: • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools

| Wellbeing

Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.

There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	-Vulnerable list -1st day calling -Teachers reporting issues spotted through live lessons -Home visits -Welfare checks	-Year group / SLT live assemblies	4	GOV.UK provides advice on supporting pupil wellbeing during remote education.
Data management

The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | -Trust wide GDPR leader and IT leader in post and follow up any issues | | 4 | GOV.UK provides guidance to support schools:

• with data protection activity, including compliance with GDPR
• to be cyber secure |
| Behaviour and attitude

There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | -Clear teacher expectations for online learning
-Behaviour is challenged and supported as per normal school standards and policy
-Online behaviour issues reported and dealt with as normal by class teacher or SLT | | 4 | GOV.UK provides guidance on behaviour expectations in schools. |