Review your remote education provision

Schools

January 2021

Contents

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.

Our responses are in green.

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.	A plan was implemented quickly in response to school closure on 4/1/21. Teams was set up for all pupils to access 3 hours of daily live teaching and interaction. A balance of subjects is being offered. Initially these sessions were recorded and made available to pupils who,	We will continue to review and adapt our learning offer as needed to meet the needs of our children and school context.	3	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

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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.	for whatever reason, couldn't access it live. Due to Government safeguarding guidelines recording of sessions was ceased on 15.1.21. To ensure remote learning is safe and in line with current guidelines consent has been gathered from all parents to ensure we can continue to offer live interaction between teachers and pupils from both home and school. Staff continue to plan in line with the National and bespoke school curriculum for their year groups. Vulnerable children attend school full time and access the remote learning offer in the same way as pupils at home. Learning			technology to support remote education. GOV.UK has brought together school-led webinars to share best practice in setting up remote education. Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure. Refer to Oak National Academy for help to deliver a planned curriculum for all.

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	materials, flip charts for planning and explanation guides are available daily for each family.			
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Regular communication to Governors, staff, parents and carers updates and reiterates the plans for remote education. Parents have received letters and plans outlining the remote learning offer and updating them whenever changes have needed to be made. All parents have given consent to live interactive online learning. Governors have received reports and updates, both informally and during formal meetings.	Remote learning offer/audit completion has been delayed due to changes in arrangements and will now be shared with Governors, parents and published on the website.	3	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

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				communicate with parents during 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	Parents have been asked to respect working hours of teaching staff. Teaching staff deliver 3 hours of live learning each day for pupils from Year 1 to Year 6. Staff expect 2 pieces of work per week, per child to be sent to them for monitoring of progress and feedback. Staff take registers at the beginning of each session and the attendance and engagement numbers are sent to the school office weekly. Teaching staff teach from home and support staff are in school to support vulnerable pupils and pupils of critical	Following discussion, staff have agreed systems to monitor outcomes during home learning and within school. 2 pieces of work weekly are provided with feedback from staff. This is currently embedding. Staff and HT are planning ways to collate work and outcomes from hard to reach families. Also, strategies to enable us to track and review engagement levels in the learning platform materials.	**2/3**	GOV.UK provides the following guidance: • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce • remote education good practice

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	worker parents. Supply staff have been used during a low staffing period in school when a member of staff was self-isolating.			

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 constraints of the learning environment in the home, and works with parents and families to understand individual difficulties 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	Remote learning offer was sent to parents and email addresses for Teams set up. The information shared was to provide clarity and transparency to pupils and parents. A protocol list was created and parents signed to agree to adhere to the on line learning rules. This maximised learning in a safe environment. The 3 hours of live learning and weekly worship encourage interaction and allow children to socialise virtually. Ipads were issued to families who could not access online lessons. Technical support was also offered and email/telephone support for use of the website etc. All families received a clear timetable of the on line learning that is supported through documents and material on the school website – class pages. Supplementary websites also support further learning. Challenge activities are also available for pupils at home and school. Outdoor and physical activities alongside regular breaks are encourage to reduce screen time and promote wellbeing. Reading is hugely promoted	Some families continue to struggle to meet the needs of all their children (in larger families) due to limited devices or working parents unable to supervise pupils. Ofsted findings taken on board to simplify delivery and tasks to ensure and maximise independent engagement by pupils to minimise need for adult involvement. There are age appropriate considerations to this. Children who are self-isolating but well enough to engage in learning, must continue to access full remote learning offer.	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.

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Laptops, tablets and internet access Where digital approaches are used, leaders are aware of any limitations ~~to~~ of 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.	Activities, flip chart planning and additional websites are provided on the website platform to ensure pupils who have limited access can continue with the same curriculum as offered to those at home and in school. Activity ideas are shared with pupils that do not rely on digital approaches and the school provides stock of books and specific resources requested by pupils. On closure, all children were provided with a resource pack containing most of the equipment they will need at home. These are replenished as requested by families. Additional headphones have been ordered for pupils in school to assist them in accessing live learning.	The school has requested additional laptops from a local charity offer to be able to distribute to families or use within school for our 25 pupils attending. At present the DFE have not provided additional funding or devices.	**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. 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.	Regular intervention is offered by support staff and teaching staff to provide targeted teaching for short periods of time based on the needs of the child both at home and in school. Our vulnerable pupils have access to a full timetable in school. I to 1 support continues for EHCP children. Continuity of target plans is a priority and pupils have received this both in school and at home. Staff will liaise with children who require additional support and offer next steps and advice to ensure they do not fall behind peers.	Some pupils and families are increasingly seeking additional support. Teaching staff are considering their timetables to provide short periods of one to one support to target key areas to try to assist. However, there is limited capacity for this whilst balancing the 3 hours' live sessions with the wide range of subjects offered, plus hearing readers and continuing Covid catch up sessions.	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 for full opening f provides guidance on 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.	Staff register pupils each session and then feedback to Headteacher. If pupils are missing the HT makes contact with the family. HT making periodic phone calls to families in need. All conversations are noted and formalised in a log book.		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	Pupils with SEND either attend school full time and receive their support or receive intervention from support and teaching staff.		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.
The school supports pupils where necessary to use technology effectively for remote education, including <mark>assistive technologies</mark> for pupils with SEND.	Laptops, Dictaphones and Dragon Speak may be used to assist pupils with SEND.			

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	Staff timetable 3 hours of live lessons each day. One hour of English, one of Maths and an afternoon session covering foundation subjects. Interactive worship takes place each week for each class for 30 minutes. Supplementary activities are available on the website to support teaching around the live lessons. Daily reading, times tables, spelling practice and topics/projects are also set by staff.		5	Remote education expectations are highlighted in the guidance for full opening. 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 similar but adapted or one that is completely different.	Planning is taken directly from the National Curriculum and from our bespoke school curriculum. Each year group is differentiated by task or outcome and support or challenges are available. Challenge has been a focus for the school to prevent coasting and lack of engagement by pupils. Open ended, broad and deep learning tasks are offered by staff and are a constant	Staff have noticed difficulties as pupils' gaps in learning widen and if struggling to access full remote offer. Signpost to preceding year groups activities is suggested to parents and individual correspondence with class teachers to offer advice on how to make learning more accessible.	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 support their pupils during remote education.

	consideration for staff when planning. Pre-recorded learning for our younger children can be accessed to suit the family and fit around other learners on devices in the home. In conclusion the curriculum offered is similar to that of the one that would be offered in school (wherever possible and appropriate) but cannot be identical due to virtual and resource limitations.			
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	The hourly live sessions allow staff to deliver a taught input to all pupils in school and in their homes. The teacher is then available to talk to the children address questions and misconceptions and then to stay on screen to support them as independent work is being completed. A plenary then allows for key learning to be recapped and consolidated and for pupils to give feedback on outcomes.		5	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

for all pupils, including those with SEND.				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 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.	The decision to continue with termly testing was made initially as schools closed. As a school we intend to send electronic copies of the NFER testing papers to year groups for completion under test conditions. These will be returned to staff to be marked and collated. Staff will also ask for less formal assessment pieces to be completed such as quizzes, answer sheets to draw topics together, spelling tests, times tables tests etc and also returned to staff.	Assessment will need to be accessible and age appropriate. Obviously, results will be interpreted with caution as they have been sat under very different conditions and curriculum pace has been somewhat slowed down. However, we have made the decision that this is good practise for the children and sends the important message to maintain the timetable pace and coverage to prevent widening of gaps.	3	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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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Effective practice Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.	Weekly staff meetings and regular meetings with school Governors allow us to share and discuss guidance and allow this to inform out practice. Changes and adaptations are made accordingly to ensure safe remote learning but also maximising outcomes for children and assisting families at this very difficult time.		4	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. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are	The school closed for one day following the Government announcement of school closure on 4.1.21. This enabled us to plan for remote learning to commence, create packs for pupils to collect and allow staff to collect resources they needed to commence remote teaching from home. Staff do request new resources and this is	Internet/technical issues for staff have caused difficulties.	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 online platforms and resources, including for children with SEND. RNIB Bookshare, which was

accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	arranged. Staff have also required some support in terms of devices and internet issues for some staff have caused periodic difficulties but we continue to work around these issues and maintain the continuity of the pupils' education. Staff have continued to access some virtual training during school closure.			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 print disability. 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 the EdTech Demonstrator Programme and curriculum hubs.	The HT and Governors have engaged with school to school network to share good practice. This could be increased.	Hubs have not yet been used to make best use of capacity however as we are currently at full capacity, we have signposted parents to the Local Authority to ensure they are aware this facility will be open to them in the event we cannot take their child.	3	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 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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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Realistic expectations of pupils, parents and carers Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website. Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).	The remote learning offer and expectations have been clearly communicated to both parents and children. Registers and conversations with pupils have allowed staff to gauge the levels of understanding and compliance. Any concerns are shared with the HT and then followed up.	The area to currently address is uploading of work by all pupils on a regular basis and feedback offered to them in return and acted on by the child.	4	Remote education expectations are highlighted in the guidance for full opening. 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 COVID-19.
School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	Weekly worship has continued for all year groups together with celebration assembly. We have scheduled a February Spring into Song concert involving all staff, pupils, families, the church and members of the community. All springtime activities will be the focus of our creative curriculum for that	Plans for a spring 2 event through a themed day if school closure continues.	5	

	week and we hope it will be an uplifting school community event.			

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.	Consent has been gained from all families. Protocol (drawn up by staff, Governors and HT) sheets have been sent to parents and they have signed in agreement of these safety and precautionary measures. All live lessons continue with no recording of sessions. During one to one intervention an adult is always present with the child during remote learning.		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.	See above		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	Families and children have been very open about their difficulties and strain on their mental health. Support has been offered or individual signposted to support. Families have been encouraged to check in with	A virtual parents' evening will go ahead in March to enable staff to talk to each family individually.	4	GOV.UK provides advice on supporting pupil wellbeing during remote education.

assemblies, particularly for those that are most vulnerable.	staff. HT has had some form of contact with families and recorded these.			
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	We have reviewed to ensure we are GDPR compliant.		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.	An issue with behaviour occurred during previous closure and these issues were quickly addressed. Behaviour has generally been excellent and the protocol sheet has set out expectations of the school.		4	GOV.UK provides guidance on behaviour expectations in schools.

Reference: DfE-00004-2021

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