

Review your remote education provision

Schools

January 2021

Contents

Summary	3
Who this publication is for	3
Aims of the framework	3
Framework purpose	4
Using the framework	5
Scoring	5
Framework	6
Leadership	6
Scoring	6
Remote education context and pupil engagement	9
Scoring	9
Curriculum planning and delivery	13
Scoring	13
Capacity and capability	17
Scoring	17
Communication	20
Scoring	20
Safeguarding and wellbeing	22
Scoring	22

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>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>Clear offer planned over 9 CPD session in the Autumn Term with staff input – the offer has been articulated to all stakeholders.</p> <p>Senior Leader and Middle leader identified to lead remote education</p> <p>Expectations determined for the quality of delivery.</p> <p>Remote Education aligned to school curriculum.</p>	Clarity of expectations for children classed as SEND	3	<ul style="list-style-type: none"> Staff meeting to ensure consistency of offer EE with HH to review the provision fortnightly.

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<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<ul style="list-style-type: none"> • Governors made aware of offer in September 2020 • Chair of Governors approved Remote Learning Policy • Further detail and explanation given to Governors (Minutes of Governor's meeting November 2020) and via communication in January 2021. • 9 CPD sessions throughout the Autumn Term to ensure all staff aware of the offer. • Parents and Carers have had multiple parent letters and an opportunity to comment on the policies for Remote Education. • Parent and Carer Survey – January 2021 • 	<ul style="list-style-type: none"> • Communicating the offer with our hard to reach families. 	4	<ul style="list-style-type: none"> • Work with pastoral to devise an approach to ensure all out stakeholders have the most up to date information regarding our approach.

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<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<ul style="list-style-type: none"> • Planned CPD Scheduled to ensure we share best practice and top tips to reduce staff workload. • Workload reviews to identify roles that can be done by shared staff. • Reducing Capacity document identifies staffing changes. • All pupil isolation and testing outcomes recorded by an online form. • Attendance officer monitors trends in attendance data. 		3	<ul style="list-style-type: none"> • Attendance officer to continue to monitor attendance including that of the vulnerable group of children. • Aquinas Attendance to support with attendance issues. • Continue to review the offer to look for ways to reduce workload.

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
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<ul style="list-style-type: none"> • All families have been contacted regarding their circumstances with devices and Internet • Provide identified families with devices and Internet • Timetable for children sharing devices. • Taught sessions to enable children to learn effectively from home • Expectations guide shared with all stakeholders • Mindfulness sessions • Pastoral support signposting • 1:1 virtual Learning Mentor, Family Support Worker and Intervention sessions. • Parents have been invited to complete a survey on the home learning offer. 	<ul style="list-style-type: none"> • Consistently ensuring all children can engage with their learning. • Source more suitable devices for our younger pupils. 	3	

<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<ul style="list-style-type: none"> • All children with an EHCP or are in receipt of FSM have been contacted to ascertain their access to the Internet and devices. • 19 laptops from the DFE scheme have been distributed. • 20 Amazon Fire tablets have been distributed to K.S.1 pupils. • 78 laptops have recently arrived from the DFE and will be distributed from the week beginning 18.1.21 	<ul style="list-style-type: none"> • Additional support for children not in receipt of PPG and FSM 	4	
<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p>	<p>Ask Helen to complete.</p>			<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance for full opening f provides guidance on how schools should support pupils</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>with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<ul style="list-style-type: none"> • A register is taken every day for both morning and afternoon sessions. Children’s engagement with learning is recorded. Where children are not engaging with education a cascaded approach is deployed include ascertaining the access to education. If there is no contact with the child a home visit may be necessary. • Tracking of pupils with poor engagement is analysed. 	<ul style="list-style-type: none"> • Supporting families that are refusing to engage with education – how can we best support them during remote education. 	4	
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education,</p>	<ul style="list-style-type: none"> • All pupils have been taught how to access the digital platform whilst in school • Support has been given via phone calls or emails for families who 	<ul style="list-style-type: none"> • Continue to support those that struggle with digital literacy. 	4	

including assistive technologies for pupils with SEND.	<p>require additional support accessing from home.</p> <ul style="list-style-type: none"> • SEND department has shared support for pupils with additional needs include access arrangements. 			
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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.

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<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The school offers a full curriculum offer from 9am until 2.30pm for all year groups – this meets the minimum provision guidance. 		4	
<p>Curriculum planning</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>	<ul style="list-style-type: none"> • The school's remote education curriculum is the same as the curriculum taught in school. • Some units may have been amended due to resources needed at home e.g. DT lessons and some Science units. • All year groups have additional Esafety 		4	

	lessons during this time.			
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<ul style="list-style-type: none"> • Our delivery is a mix of live lessons, pre-recorded lessons, class materials and work uploaded to our learning platform to be completed independently. • The platform we use has an immersive reader and accessibility tools. • We also provide paper packs which may be used to support the online learning or for children who may struggle to engage with online learning for a variety of reasons (not access related) 		4	

<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<ul style="list-style-type: none"> • Work completed online is checked daily by the class teacher or support staff with feedback given. • Work completed on paper is returned each Monday and marked by the class teacher. 		<p>3</p>	<p>.</p>
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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
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<ul style="list-style-type: none"> Senior leaders have read and disseminated all guidance to staff. 		4	
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and</p>	<ul style="list-style-type: none"> All Staff have had training on how to access our learning platform. Teaching staff had 9 CPD sessions in the Autumn Term for remote learning. We have already used 2 CPD sessions for Remote Learning this term (Spring 2021) We will continue to support staff through our CPD schedule. 	Survey all staff on where they require additional support.	4	

<p>iterative to ensure staff continue to support effective teaching practice remotely.</p>				
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>We are yet to access this for remote Education</p>	<p>To engage as a strategic partnership with other schools.</p>	<p>1</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • The EdTech Demonstrator Programme for advice and guidance on remote education, <u>including</u> 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
<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<ul style="list-style-type: none"> All parents and Carers have received guidance on the expectations of learning. 84% of children are accessing remote education daily – so this is evidence that they are aware. The website has numerous guides to support parents with the home learning procedures of the school. Daily calls with Parents and carers to support expectations. 	<ul style="list-style-type: none"> Ensuring consistency of offer with all stakeholders. 	4	Continue to increase engagement.
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<ul style="list-style-type: none"> All children are encouraged to attend all online support and events, including mindfulness and Assemblies 	<ul style="list-style-type: none"> Whole school sessions such as assemblies including celebration. 	3	<ul style="list-style-type: none"> Start online celebration assemblies similar to previous lockdown.

Safeguarding and wellbeing

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

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<ul style="list-style-type: none"> • Child Protection and Behaviour Policy adapted to meet the needs of remote education • See policies for strategies. • Parents report incidents vis NOS app or directly to staff through highlighted mechanisms. 		4	
<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<ul style="list-style-type: none"> • Guidance shared with staff, parents and children – these are constantly referred to and available on the school website. 		3	
<p>Wellbeing</p> <p>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.</p>	<ul style="list-style-type: none"> • Guidance given to all staff, monitoring sheets allow for early identification of pupils. • Pastoral Team respond to mental health needs. • Refer to the COVID-19 CYP response plan. 		3	

<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<ul style="list-style-type: none"> • Our current Data management systems are compliant. 	<p>Continue to remind staff around GDPR duty.</p>	<p>4</p>	
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<ul style="list-style-type: none"> • Code of conduct in place. • Adapted Behaviour Policy in place • Staff Meeting to share this. 		<p>3</p>	

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