

# Framework for Reviewing Remote Education Provision

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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 for Reviewing Remote Education Provision

|                     |                         |
|---------------------|-------------------------|
| <b>School Name</b>  | Osborne Primary School  |
| <b>Completed By</b> | M Gay and J Heathershaw |
| <b>Date</b>         | 18.1.2021               |

## Scoring

|                            |  |
|----------------------------|--|
| <b>1. Identify</b>         | Not yet in place or there are major gaps.  |
| <b>2. Develop and Plan</b> | Identified gaps but a plan is being developed to address them.                     |
| <b>3. Implement</b>        | In the process of implementing systems and practices to address this.              |
| <b>4. Embed</b>            | Practices and systems are in place with minor gaps.                                |
| <b>5. Sustain</b>          | Practices and systems are fully embedded, and there are examples of best practice. |

## Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

| 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>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> | <ul style="list-style-type: none"> <li>IT and Remote Learning Lead is supported by HT, is as effective provision of devices, wifi access and data.</li> <li>'School leaders are making every effort to serve the needs of the pupils and the parents while themselves operating in challenging circumstances.' School performance review 13.01.21</li> <li>Adapted Spring curriculum used for all remote sessions and direct teaching in school, sharing and following the dfe remote learning expectations.</li> </ul> | <p>Consistent parental issues due to lack of expertise or accessing in line despite having the provision.</p> <p>Monitoring schedule of remote learning identifies best practice</p> | <p>3</p> <p>4</p> | <p>To help develop your remote education plan: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools and colleges, and <a href="#">guidance</a> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education. <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> |

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|   | <ul style="list-style-type: none"> <li>Differentiated for all ability groups, with some specialist SEND interventions and SENDCo support.</li> </ul>   |   |   |  |
| <p><b>Communication</b></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"> <li>Remote learning sessions last term to upskill re use of Teams and Loom. Surgery sessions, this term for staff lacking confidence in expertise.</li> <li>Online and well-being weekly monitoring sheets shared and process explained.</li> <li>Parents informed re newsletters, class or Teams e-mail to support individual queries.</li> <li>Governors sent the plan and on agenda to discuss at next governors meetings</li> </ul>   | <p>Session to be arranged for IT and Remote Lead to share plan and delivery with governors.</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> |
| <p><b>Monitoring and evaluating</b></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> | <ul style="list-style-type: none"> <li>Rotas identified within phases for staff to be responsible for direct teaching, remote planning and learning,</li> <li>Continued Achievement Lead meetings where staff workload is always on the agenda</li> <li>One Drive register for children attending school completed by Attendance Officer, HT uses to complete dfe form</li> <li>Online and well-being monitoring calls recorded on One Drive document and shared with those staff who need to know</li> <li>Safeguarding calls for vulnerable children at home by Inclusion Team</li> <li>Any issues from any of monitoring sources is placed on COPMS for DSL's to investigate and action</li> <li>Teams used for reporting absence to staff re staff and pupil attendance</li> </ul> |   | 5 | <p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li><a href="#">recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></li> <li><a href="#">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.

| 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> | <ul style="list-style-type: none"> <li>• Parental survey re number and type of devices completed in October.</li> <li>• List created of potential families requiring some IT provision at home</li> <li>• Shared termly report to parents re assessments and areas identified to close gaps, including specific actions to be undertaken at home</li> <li>• Daily feedback via Teams Forms and assignments in four areas of the curriculum</li> <li>• Weekly/fortnightly calls providing support, challenge and identification of suitable planned times for learning</li> <li>• Twice daily planned, live PE sessions with Joe Wicks or Osborne Sports Coach to encourage routine and regulation of active and online learning</li> <li>• Daily well-being calls at the end of the day in Phases/classes discussing issues identified by children</li> <li>• Planned PSHE at least weekly</li> <li>• Well-being page created by Learning Mentor on website with many resources</li> <li>• Sports Coach mentoring for target children in Y2 and Y6</li> <li>• Weekly remote learning overview on website by Friday 4pm to allow parents to plan the next week's learning times</li> </ul> | <p>Through monitoring, school are aware of some inconsistent access to working on line and are addressing these issues with individual families</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 <a href="#">the Get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets and internet</a>.</p> <p>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</p>  | <ul style="list-style-type: none"> <li>• Parental survey re number and type of devices completed in October.</li> <li>• List created of potential families requiring some IT provision at home</li> <li>• 45 school laptops collected by parent sin first week</li> <li>• Accessed and shared 52 laptops from dfe</li> </ul>  | <p>Address issues with many Reception and Y1 parents who are not engaging in remote or work pack learning</p> <p>Persistently contacting parents re laptop collection and provision by class staff, IT and Remote Lead, Office staff and SLT.</p> | <p>3</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</a></p>   |

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| <p>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"> <li>• Purchased routers, data cards and dongles for families with connectivity issues</li> <li>• Donations of 3 devices plus £700 from local community, shared with families</li> <li>• Clear expectations shared consistently with parents by all staff, that children either meet school's remote learning expectations (3/4 Teams assignments completed, daily) or attend school</li> </ul>   |  |          | <p><a href="#">coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets and 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. 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> | <ul style="list-style-type: none"> <li>• Parental survey re number and type of devices completed in October.</li> <li>• List created of potential families requiring some IT provision at home</li> <li>• Devices shared with vulnerable families and some delivered to home</li> <li>• Calls to individual families via IT and Remote Lead</li> <li>• Differentiated for all ability groups, with some specialist SEND interventions and SENDCo support.</li> <li>• SENDCo fortnightly calls for EHCP and high priority SEND children</li> <li>• Vulnerable children identified by Inclusion Team and offered a place in school</li> <li>• At least weekly safeguarding calls by Inclusion Team and DSL's</li> <li>• Home visits for those not contacted after a week</li> <li>• SEMH specialist provision on site for four children</li> <li>• Malachi Family Support remote sessions with children and parents plus home visits</li> </ul> | <p>Continuous drive to engage all families with high needs</p>   | <p>4</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. The guidance for full opening f provides guidance on how schools should <a href="#">support pupils 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>   | <ul style="list-style-type: none"> <li>• Online and well-being monitoring calls recorded on One Drive document and shared with those staff who need to know</li> <li>• Parents are consistently made aware of school's expectations re remote learning</li> </ul>   |  | <p>5</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>   | <ul style="list-style-type: none"> <li>• Calls to individual families via IT and Remote Lead when requested and from</li> </ul>   | <ul style="list-style-type: none"> <li>• Parent expectations re response time are better matched to the availability of staff</li> </ul> | <p>4</p> | <p>Where technology is used to support the school's remote education provision, schools should consider providing</p>   |

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| <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p> | <p>monitoring</p> <ul style="list-style-type: none"> <li>• Teams for each class/phase monitored by member of staff so instant support is available</li> <li>• Class e-mail monitored to enable support</li> <li>• Enquiry and Contact us e-mails monitored by office and IT and Remote Lead providing most suitable support</li> </ul> | <p>who also have direct or remote teaching responsibilities</p> |  | <p>practical support and guidance to pupils on how to use the technology.</p> |
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## Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

| Approach  | Strengths  | Gaps  | Score (1 to 5) | Potential actions and resources if score is 1 or 2  |
|---|--|---|----------------|---|
| <p><b>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>Daily each class receives at least:<br/>One reading, phonics, literacy, maths and a curriculum area remote session with tasks and feedback Teams form to complete<br/>In addition 2x PE, Storytime</p> <p>At least weekly, PSHE, TT Rockstarts, Numbots, Reading Plus, Reading Eggspress, RM Easy maths</p>   | <p>Raising parents expectations re accessing remote learning compared to last lock down regarding minimum hours<br/>Accessing and completing tasks effectively</p>  | 3              | <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>Curriculum planning</b></p> <p>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.</p>   | <ul style="list-style-type: none"> <li>School is adapting planned curriculum for Spring term</li> <li>Delivery for pupils accessing learning via direct teaching or remotely using pertinent Oak National or teacher created videos and appropriate AfL strategies in order to identify and address pupil's understanding in each session. Plus adapt teaching for the next day.</li> </ul>  | <ul style="list-style-type: none"> <li>Children accessing remote learning effectively ie watching the videos before completing tasks</li> <li>Children completing Teams assignments enabling teacher's to plan effectively for next session</li> </ul>  | 3              | <p>GOV.UK provides resources on remote education <a href="#">good practice and 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>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 Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p>                        | <ul style="list-style-type: none"> <li>Delivery for pupils accessing learning via direct teaching or remotely using pertinent Oak National or teacher created videos</li> <li>Story time recorded by TA's</li> <li>Intervention groups recorded by school staff</li> <li>PE live sessions by Sports Coach</li> <li>All sessions are differentiated by class teachers and work packs for specific needs supplied by SENDCo</li> </ul> | <ul style="list-style-type: none"> <li>Specialist music and Spanish teaching packs to be reviewed and used by school</li> <li>Plan themes for well-being class sessions to enable children to discuss many areas</li> <li>Staff awareness of resources and best ways to present new learning plus collect evidence of pupil's understanding</li> <li>Literacy Trust weekly, free book lending for each class and encouraging parents to access</li> </ul> | 3              | <p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>guidance on <a href="#">accessing and buying resources for remote education</a></li> <li>resources on remote education <a href="#">good practice</a></li> <li>guidance on <a href="#">how to access and set up online digital platforms</a> to support delivery</li> <li><a href="#">Oak National Academy</a> provides resources and guidance on how to map resources to a school's existing curriculum.</li> </ul> <p><a href="#">RNIB Bookshare</a>, which was established through DfE's pilot</p> |

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| <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>  |  |   |          | <p>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>   |
| <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> | <ul style="list-style-type: none"> <li>• Daily each class receives at least: One reading, phonics, literacy, maths and a curriculum area remote session with tasks and feedback Teams quizzes, assignments, etc</li> <li>• Daily feedback on above sessions</li> <li>• Weekly /fortnightly calls, in response to engagement</li> <li>• Phase staff meetings to discuss success or otherwise of remote and direct teaching</li> </ul> | <p>Pupils not pressing the hand in button resulting in some unturned work</p> <p>Pupils not completing or engaging in tasks due to lack of parental support, monitoring, expectations</p> | <p>3</p> | <p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">Remote education good practice 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> |

# Capacity and capability

Schools support staff to deliver high-quality remote education.

| Approach  | Strengths  | Gaps   | Score (1 to 5) | Potential actions and resources if score is 1 or 2   |
|---|--|--|----------------|--|
| <p><b>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>  | <ul style="list-style-type: none"> <li>Teachers and TA's are aware of resources, and when appropriate other resources are shared too.</li> <li>Remote learning sessions last term to upskill re use of Teams and Loom. Surgery sessions, this term for staff lacking confidence in expertise.</li> <li>IT and Remote Learning Lead using a collaborative approach with other Remote Learning Leads to find the best. Before using, these are evaluated for suitability to be used by school pupils and staff.</li> <li>Rotas identified within phases for staff to be responsible for direct teaching, remote planning and learning,</li> <li>Continued Achievement Lead meetings where staff workload is always on the agenda</li> <li>IT and Remote Learning Lead is working remotely so can be contacted by staff to support in building staff knowledge of IT systems and applications.</li> </ul> | <ul style="list-style-type: none"> <li>Session to be arranged for IT and Remote Lead to share plan and delivery with governors.</li> <li>Staff awareness of resources and best ways to present new learning plus collect evidence of pupil's understanding</li> <li>Share confidence to share what is working well for them and what needs changing.</li> <li>Gaining consistent practice in a recent, ever changing teaching media</li> </ul> | 3              | <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. 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. 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</p> | <ul style="list-style-type: none"> <li>Staff have appropriate administrator logins to remote learning software to solve issues and research new resources. IT and Remote Learning Lead is working remotely so can be contacted by staff to support</li> <li>Remote learning sessions last term to upskill re use of Teams and Loom. Surgery sessions, this term for staff lacking confidence or expertise.</li> <li>IT and Remote Learning Lead using a collaborative approach with other Remote Learning Leads to find the best practice.</li> </ul>  | <ul style="list-style-type: none"> <li>Staff confidence in use of Teams and awareness of new monitoring and feedback systems.</li> </ul>   | 3              | <p>The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p> <p><a href="#">RNIB Bookshare</a>, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a <a href="#">print disability</a>. <a href="#">pdnet</a> provides free <a href="#">training events</a> for teachers and professionals on augmentative and alternative</p> |

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| <p>sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>  | <p>Before using, these are evaluated for suitability to be used by school pupils and staff.</p> <ul style="list-style-type: none"> <li>IT and Remote Learning Lead is working remotely to enable access and support for staff re issues and improving staff knowledge of IT systems and applications.</li> </ul> |  |          | <p>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 the <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p> | <ul style="list-style-type: none"> <li>IT and Remote Learning Lead using a collaborative approach with other Remote Learning Leads on social media to find the best applications. Before using in school, these are evaluated for suitability to be used by school pupils and staff.</li> </ul>                  | <ul style="list-style-type: none"> <li>Sharing of resources across the ATLP, Erdington consortium and ESC</li> </ul> | <p>2</p> | <p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> <li>The <a href="#">EdTech Demonstrator Programme</a> for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs</li> <li><a href="#">Maths hubs</a> to improve maths education</li> <li><a href="#">English hubs</a> to improve teaching of phonics, early language and reading in reception and year 1</li> <li><a href="#">Computing hubs</a> to improve the teaching of computing and increase participation in computer science</li> </ul> |

# Communication

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

| Approach  | Strengths   | Gaps  | Score (1 to 5) | Potential actions and resources if score is 1 or 2  |
|---|---|---|----------------|---|
| <p><b>Realistic expectations of pupils, parents and carers</b></p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p> | <ul style="list-style-type: none"> <li>• Clear expectations shared consistently with parents by all staff, that children either meet school's remote learning expectations (3/4 Teams assignments completed, daily) or attend school.</li> <li>• Consistently sharing DfE expectations of:               <ul style="list-style-type: none"> <li>○ EYFS and KS1 = 3 hours</li> <li>○ KS2 = 4 hours</li> </ul> </li> <li>• Use of instructional videos on the school website and in the teams app of how to complete assignments.</li> <li>• In Autumn Term, building confidence of completing home learning using Teams in Y6, Y5 and Y2</li> <li>• Weekly remote learning overview on website by Friday 4pm to allow parents to plan the next week's learning times</li> <li>• Calls to individual families via IT and Remote Lead when requested and from monitoring</li> <li>• Teams messages for each class/phase monitored by member of staff so instant support is available</li> <li>• Class e-mail monitored to enable support</li> <li>• Enquiry and Contact us e-mails monitored by office and IT and Remote Lead providing most suitable support</li> </ul> | <p>Raising parents expectations re accessing remote learning compared to last lock down regarding minimum hours</p> <p>Accessing and completing tasks effectively</p> | 3              | <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 a sense of community and belonging, especially disadvantaged and SEND pupils.</p>   | <ul style="list-style-type: none"> <li>• Daily well-being Teams meetings per phase between children and staff</li> <li>• SEND interventions by TA's</li> </ul>  | <p>Whole school/phase reward sessions ie Secrets to Success; sustained completion of tasks</p>  | 3              |   |

## Safeguarding and wellbeing

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

| Approach   | Strengths   | Gaps   | Score (1 to 5) | Potential actions and resources if score is 1 or 2   |
|--|---|--|----------------|--|
| <p><b>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> | <ul style="list-style-type: none"> <li>Online safety expectations shared with children and parents via Online Safety curriculum</li> <li>Children and parents report any unwelcome or unexpected issues via contact us on website</li> <li>School staff monitor Teams chats</li> <li>School devices monitored by Securus as usual</li> <li>Parental controls information shared when children in school and on the school website</li> <li>School reporting concerns updated to include clear procedure for those working in school and remotely</li> </ul> | <ul style="list-style-type: none"> <li>Parents may not apply parental controls on home devices</li> <li>Parents fail to monitor pupil's appropriate use or lack expertise to do so</li> </ul>  | 4              | <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>   | <ul style="list-style-type: none"> <li>Staff advised where possible to use their own or Oak national pre-recorded videos</li> <li>Where live streaming is occasionally used, another member of staff must be present either in person or via remote access</li> <li>Live stream and record from suitable room ie not a bedroom</li> <li>Remove family photos</li> </ul>   | <ul style="list-style-type: none"> <li>Gaining consistent practice in a recent, ever changing teaching media</li> </ul>  | 4              | <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>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p>   | <ul style="list-style-type: none"> <li>Online and well-being monitoring calls recorded on One Drive document and shared with those staff who need to know</li> <li>Safeguarding calls for vulnerable children at home by Inclusion Team</li> <li>Any issues from any of monitoring sources is placed on COPMS for DSL's to</li> </ul>   | <p>Parents not answering calls on mobiles or changing the their contact details without school knowing.</p> <p>Children not attending live well-being sessions for support and to see others in their phase or class both remotely and those</p> | 3              | <p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education</a>.</p>   |

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|---|---|--|---|---|
| <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>   | <p>investigate and action</p> <ul style="list-style-type: none"> <li>• Daily well-being calls at the end of the day in Phases/classes discussing issues identified by children</li> <li>• Planned PSHE at least weekly</li> <li>• Well-being page created by Learning Mentor on website with many resources</li> </ul>  | <p>in school.</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>             | <ul style="list-style-type: none"> <li>• School Data Protection Officer (DPO) is working remotely and in school.</li> <li>• Sites that are being used have been through GDPR processes within school by the DPO.</li> <li>• All Staff have been advised in INSET not to sign up for anything without approval from IT and Remote Learning Lead or DPO</li> </ul>  |  | 5 | <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> | <ul style="list-style-type: none"> <li>• No live teaching is being carried out, and when live sessions do take place parents are often in the room to ensure behaviour of pupils.</li> <li>• Staff using the comments features of chat to warn about behaviour, with the option of muting students if continued. Parents contacted by Achievement Lead if problem persists.</li> <li>• Online Safety Policy is available on website.</li> <li>• Those with school devices have been issued a paper copy of the Acceptable use policy and Online Safety Policy. Parents have also signed to say they accept appropriate use of the device.</li> <li>• School devices monitored by Securus as usual.</li> <li>• Teachers and TA's can monitor use of teams through insight tools, with IT and Remote Learning Lead and SLT having an overview of the school.</li> <li>• Any concerns can be reported on the contact us form of the website which both the Headteacher, and IT and Remote Learning Lead receive.</li> <li>• Staff can monitor usage using the teams</li> </ul> | <p>Consistency of approach from Teachers and TA's when incidents do occur.</p> <p>Parents not being present when live calls/meetings are taking place.</p> | 4 | <p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>   |

