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.

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.

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.

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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. 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.	• School has a comprehensive remote education plan that meets the requirements of the DFE and OFSTED. • Remote education has been reviewed using the DFE tool • The school has a remote learning policy and learning agreement • There is a remote learning plan for parents	• Update the remote education plan in light of the Jan lockdown • Upload all documents onto the school website to meet the DFE legal requirements	4	
Communication Governors, staff, parents and carers are aware of the school's	• Daily communication via seesaw from teachers • Daily/x3 weekly contact from support staff for reading	• Pupil and standards committee to explore the seesaw platform.	4	

approach and arrangements for remote education.	Families: • Regular communication from the SLT • Communication by parent mail, email, forms, seesaw, paper letter, twitter • Regular communication from the HT to governors e.g Chair and Vice chair • Remote learning documents inc. policy, agreement, parent flyer Staff: • Zoom meetings • Email • Parent mail • Group chat	• Teaching assistants to have access to seesaw to allow them to further support families at home. • Newsletters to be emailed to all staff • Continue to use Twitter to promote the schools remote learning offer.		
Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes:	• Senior leader allocated for each year group. • Leaders confident with content for their allocated year group, leaders play an active role in monitoring the	• Subject leaders to monitor content in their subjects and share best practice.		

- 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	remote learning offer, ensuring this meets the DFE and school policy. - SLT daily register check VP/CW. - SLT monitoring grids for engagement and follow up RAG. - Reading monitoring grids to ensure consistency between adults hearing children read.		**4**	

Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Home environment The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home. The school supports pupils on how to self-regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	• Home visits • Device survey • Data allowance offer • Ongoing dialogue with a focus on home learning • Example timetables provided • Aware of the NJA offer, pre-recorded videos mean households with siblings can all access home learning • Pastoral team have a good understanding of families who need additional support and work to provide this.	• Top tips for learning from home video from the children.	**4**	
Laptops, tablets and internet access Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote	• Engagement activity monitored by the SLT and barriers such as access are identified and families supported. • Device survey • DFE data extension applied.	• Send remote learning for identification of new laptops.		

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.	• Laptops now available for loan winter grant fund. • Parent friendly guides for seesaw and oxford owl. • Paper learning packs available. • Pastoral team to deliver VP home learning packs. • Attendance for those with barriers to home learning inc. VP pupils is high compared to the LA 27% FSM 100% SW attendance. • Book swap and pack pick up available		**4**	
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.	• Disadvantaged pupils are well catered for by the school. • 51% of EHCP pupils are attending school. • 1:1 sessions for pupils needing additional support. • Daily reading support.	• SEND access to seesaw SLT to review. • Provide more individualised learning for SEND pupils at home.	**3**	

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.		• Software available for SEND pupils to support access. • Link learning to IEP targets		
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.	• SLT monitoring and RAG rating, with follow up from SLT or Teacher • Teacher communication and support/signposting • LM home visits	• Develop learning clinics to support understanding • Engage pupils socially with weekly events e.g. sing into the weekend	5	
Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	• Videos for parents (user guides for seesaw and Oxford Owl) • Allocated member of SLT to support with barriers to access	• Software available for SEND pupils to support access.	4	

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	• The 3 hours a day provision has been met for Key Stage 1. • In early years there is less as specified by the DFE with a good balance of play based learning and adult directed tasks		**5**	
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	• The school has a clearly structured and progressive curriculum. • The curriculum is delivered both at home and school (blended) • Lessons both pre-recorded and live follow the agreed teaching structure.	• Leaders to QA wider curriculum. • Further development of the PSED. • RHE/Collective worship.	**4**	

similar but adapted or one that is completely different.	• Adaptations made to support remote learning (e.g. substitution of resources)			
Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	• Recorded teaching sessions by the teachers in school. • Recorded teaching from other resources e.g. Oak Academy. • Opportunity for task completion. • Feedback on core subjects. Live teaching: • 1:1 • Small group • Whole class • Year group • School • Printed learning packs to support home learning. • Reading delivered by support staff using O Owl.	• Develop the learning clinic approach to support parental teaching and remedy misconceptions. • Software available for SEND pupils to support access.	**3 developing to 4**	

	• Other resources such as websites and games included. • A section for the EYFS on play at home.			
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.	• Teachers provide daily feedback in core subjects and acknowledge work across the wider curriculum. • Teaching Assistants provide feedback on reading. • Teachers use their ongoing assessments of work to make changes and adapt resources for individual children.	• Learning clinics to support gaps in learning.	**4**	

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.	• CPD focuses on remote education. • Staff have explored the EEF research document and used this to evaluate practice. • Articles are used in INSET to identify good practice and further develop our remote learning offer. • CPD sessions attended e.g. EEXC and this feeds into practice.	• To continue to implement EBI. • Continue to stay up to date with articles and developments e.g. AL daily update.	**5**	
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,	• All staff have access to a laptop, VPN, the internet and an IPad inc. apps. • Staff are confident using technology and are supported by each other if they need further support. • Staff are aware of the large bank of resources	• Support from the SENDCO to access specific resources for SEND pupils.	**4**	

including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	available nationally and use these effectively. • Staff have a good understanding of what makes effective remote provision based on research.			
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.	• Working with teaching schools and SIA advisors LC/SWr. • CPD for HT where best practice and resources are shared. • Daily updates AL, DFE. • Working alongside the English hub/All Saints partnership group. • Working alongside the LA to support NQTs with home learning.	• Possibly explore specialist providers to further develop wider curriculum subjects e.g. PE Association. • Social media - Twitter	**4**	

Communication

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

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Realistic expectations of pupils, parents and carers Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website. Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).	• Parent friendly home learning flyer made for the school. • Relevant home learning documents available on the school website. • Home learning agreement. • Regular communication from the teacher and support from ED in using the seesaw and O Owl web pages. • Video and user guides. • Setting manageable tasks that can be completed at home with resources available in the house. • Providing the correct amount of work and a good balance of curriculum subjects		5	

	- without providing too much. - Providing equipment such as pencils and exercise books. - Specific support to parents who need this.			
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.	- Live dough disco for EYFS. - Live candle time for classes. - Whole school dance into the weekend. - Small group work	- Learning clinics - Star of the day/session to motivate pupils	**4**	

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.	• Covid addendum to the safeguarding policy published on the website. • Home learning agreement shared with all. • All staff to follow the safeguarding policy. • SLT monitoring engagement in home learning. • Contact if low engagement. • Home visit. • LA safeguarding tracker reviewed regularly and discussed with LA. • Referral to external agencies if necessary.	• Continue to update parents on safeguarding issues across the district. • Share protocols for home sessions with parents.	5	
Online safety If the school chooses to provide remote education using live	• Two staff members on video calls (see SG policy) • Learning agreement	• Providing lessons for pupils and in school that focus		

streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.	• Permissions identified and shared. • Code of conduct.	on staying safe online.	**3**	
Wellbeing Leaders**,** teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	• Teachers assessing pupil wellbeing during short taught sessions such as catch up. • Teachers aware of mental health and anxiety in children. • LM to support and advise. • Children who may be at risk to be contacted through catch up, reading, small groups and clinics. • Engagement monitored. • Promoting mental health and wellbeing through the curriculum home/school e.g. mindfulness, physical activity, activities on managing feelings.	• Further development of the PSED. • RHE/Collective worship.	**4**	

	• Children's Mental Health week promoted.			
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	• Assigned DPO that provides regular updates. • Contact with DPO for specific queries. • GDPR/E-safeguarding and linked policies available on the school website. • Permissions identified. • Agreed software used with expectations outlined staff and pupils. • Learning agreement • School email addresses to be used for contact. • Withheld number to be used to telephone parents from a personal device.		**4**	
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them	• Behaviour policy available on the school website. • Learning agreement referred to where		**5**	

and teachers monitor and enforce them.	necessary by teachers with pupils and parents.			

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