Department for Education

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.	Policy in place and Google classroom available for all pupils N-Y6 Expectations of what work will be provided has been shared with parents via the policy and separately via the school's website. SENDCo has contacted parents/pupils and SSSEN have been involved and planned activities. Pupil Premium Lead has contacted parents and shared expectations. SLT are contacting all families who are not in school to offer support if needed Bespoke work/curriculum for those that need it.		4	To help develop your remote education plan: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education. GOV.UK has brought together school-led webinars to share best practice in setting up remote education. For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees. Read the guidance on actions for schools during the coronavirus

	All staff setting learning as close to what would have been delivered in school.			outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	Communication has been shared virtually through updates via the website or by email to staff. All stakeholders have seen and given a chance to comment on the remote learning policy.	Parent survey for parent view on remote learning. - **completed.**	4	Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

Monitoring and evaluating			5	GOV.UK provides the following guidance:
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	Catherine Weir has been supporting staff with remote learning and use of Google classroom. Kate Warburton and Natasha Cox have been supporting learning in school. Staffing changes are being managed quickly and efficiently by CWo and the office team. Registers are updated daily.			• recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • actions for schools during the coronavirus outbreak • remote education good practice

Remote education context and pupil engagement

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Home environment The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home. The school supports pupils on how to self-regulate during remote education, including: • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation	**Survey sent to parents about devices at home.** **School are phoning all families at home enquiring about learning environment.** **We are not providing live lessons or registers to support families with multiple children and parents working from home.** **Headteacher has sent out expectations and how to manage time.** **Providing paper copies of weekly work when families have requested it.** **Section on Google Classroom includes 'other ideas' to provide families with alternative ideas if struggling with fitting in**	Remote learning survey to be sent out. - **Completed**	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.

	work set online, e.g. BBC TV schedule.			
Laptops, tablets and internet access Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.	**Paper packs provided to those that need it. This is done weekly to reduce transmission and families out of their homes.** **Parent survey sent out** **Donations of laptops, towers/monitors and tablets collected.**	Distribute laptops/tablets and computers to families that need them. **Completed and additional text to parents sent.**	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	**Pupil Premium lead and SENDCo calling weekly to those who fall under the categories. They have been asking questions, offering advice, setting and giving bespoke work where needed and offering laptop and devices too.**		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.

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.	**Parents have been sent Google classroom guidance by CWe and ICT support from school has been delivered by IT technician where needed.** **Weekly SSSEN support has continued remotely for pupils in school.**			The guidance on actions for schools during the coronavirus outbreak 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.	**This has been conducted via phone calls, work posted to submission and emails sent to teachers. This has been collected by CWe. If there is a concern a member of SLT will phone the parents.**		4/5	Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance. EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.
Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education,	**We have sent guides to parents/pupils as well as videos.** **In school support comes from Miss Weir who has been in contact with families**		4	Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance

including assistive technologies for pupils with SEND.	**supporting the use of technology.** **We have had our schools IT technician to contact families too.**			to pupils on how to use the technology.

Curriculum planning and delivery

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum: • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day	**Work set is in line with expectations set by the government.** **Each class also have an optional extras section if children choose to complete more activities.** **Children/Pupils have also had a list of extras and website in the updates and via email.** **Morning video by the class teacher explaining the work set for the day.**		4	Remote education expectations are highlighted in actions for schools during the coronavirus outbreak. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.
Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is	**Our remote learning offer follows (with adaptations for online learning) what we would be following in school using our cornerstones curriculum for English and Foundation subjects, White Rose Hub for Maths and daily phonics provision following Letters & Sounds**		4	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education. The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders

similar but adapted or one that is completely different.	**Guidance has been given to families on how to access free reading scheme books so that they can continue reading at home.** **Our expectation for what staff put on are set and consistent across the year groups.**			support their pupils during remote education.
Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility	**Google Classroom is our school's system for supporting and uploading resources and school work.** **Teachers set out expectations for the day via a video every morning. We are using recorded lessons from a range of providers, White Rose Hub, Cornerstones, Oak National Academy, BBC Bitesize, Letters and Sounds and YouTube to assist the teaching at home.** **We also upload PowerPoint as further teaching aids.** **Communication with school is effective as it is through comments on posts or**		4	GOV.UK provides: - guidance on accessing and buying resources for remote education - resources on remote education good practice - guidance on how to access and set up online digital platforms to support delivery - Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-

for all pupils, including those with SEND.	**emails for direct access to teachers.**			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.	**Senior Leaders are phoning home weekly or fortnightly.** **We are limiting submissions to Google classroom but allow all work to be sent to class emails.** **All work is responded to each pupil rather than whole class feedback.**		4	GOV.UK provides guidance on: • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.

Capacity and capability

Schools support staff to deliver high-quality remote education.

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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.	**All senior leaders read updated guidance and adapt practice where appropriate.**		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.	**The staff are able to access a wide range of resources to support teaching and learning. They are often signposted to others through updates or emails.**		4	The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use

Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	**Staff have had training on a 1:1 or small group basis with CWe on Google classroom.** **Staff have also had a whole school training session on Google Classroom by LF and CWe in Autumn 1.** **SSSEN are delivering remote live lessons for some SEND children and most are in school. Bespoke work has been set and provided for those at home.**			online platforms and resources, including for children with SEND. RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.
Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like	**We are linked with our local school-to-school support network of COGS** **We have recently joined an English Hub and they have sent guidance on good practice for Phonics and Early Reading.**		3/4	There are several school-to-school support networks which you can make use of, including: • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into

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

Communication

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

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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).	**Our expectations are clear and allow parents with multiple children and those working from home time to complete work.** **Teachers set realistic expectations at the start of the day in their 'Good morning video'.** **CWo has sent updates to parents about expectations and has uploaded this to the school website and set a text to parents.** **CWe has uploaded a video to Google classroom explaining how to upload work.**		4	Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).
School community events Pupils are given regular opportunities to attend and participate in shared, interactive	**Staff are adding and sending out events that are happening via Google Classroom.**		3/4	

lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	**RE/PSHE lessons are added to Google classroom.** **Weekly Zoom calls take place for all year groups with the head/deputy head teacher.**			

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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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.	**This is covered within our remote learning policy and our safeguarding policy and addendums.** **Well-being checks are being conducted where appropriate.**		5	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.	**This is covered in our Remote learning policy. Teachers are expected to watch any pre-recorded videos before uploading them.** **Online safety video and activities on class pages on google classroom**		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	**All families that are not attending school are receiving a well-being call from a member of SLT. This**		5	GOV.UK provides advice on supporting pupil wellbeing during remote education.

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.	**is at least fortnightly with the aim of weekly where needed. This may include more calls too.** **All vulnerable children have been invited into school.**			
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	**Systems in place – SLT monitor this.**		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.	**Children know expectations and these are shared with pupils.** **Reminders are in place before and during sessions.**		4	GOV.UK provides guidance on behaviour expectations in schools.

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