



Department
for Education

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	8
Leadership	8
Scoring	8
Remote education context and pupil engagement	12
Scoring	12
Curriculum planning and delivery	16
Scoring	16
Capacity and capability	21
Scoring	21
Communication	25
Scoring	25
Safeguarding and wellbeing	28
Scoring	28

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.

Summary of Ursuline High School Provision

Our Remote Learning Provision is outstanding with a full curriculum running whether at home or face to face in the classroom. All students at Ursuline High School are equipped with a laptop that enables them to access the school network, whether they are at home or in the classroom. Any students without access to Wi-Fi at home have been given a dongle to enable access at home.

Every lesson focuses on quality first teaching to ensure that the outstanding progress of our students is maintained in the current climate. We use MS teams, Class NoteBook and Assignments to support the teaching and this enables us to be flexible in our approach.

Having a clear structure and format to Class NoteBook means that every student has their own electronic exercise book that can be marked by the teacher and quality assured by middle leaders and SLT. The format includes the bigger picture, pedagogy, grade tracker, revision materials and class notes. Students receive feedback on their work during the lesson as part of AfL and a formal feedback given every two weeks that enables the student to progress.

Though all of our lessons put the emphasis on research informed teaching practice, we still use MS Teams during the lesson so that students who are absent may join the lesson from home and so that the SEND faculty may directly support their students.

Staff and students have all undergone rigorous training and continued support in the use of IT in the classroom so that the students needs are met at all times. New staff are given a rigorous induction programme to support their blended learning approach. Each member of staff has been given a new laptop so that they can work at home should the need arise. eForensics monitors the students' work and informs us of any safeguarding concerns immediately, whether they are at home or in school.

The strategy we created and implemented means that we can move to remote learning at any given time, whether it be a year group or whole school. Students will receive quality teaching through Teams without any disruption to the curriculum. Students and staff will follow their timetable and teach their lessons using Teams, Class NoteBook and Assignments. Even remotely, middle leaders and senior leadership are able to quality assure the teaching and student work through the rigorous systems in place. Middle leaders carefully reviewed the curriculum to alter any sequencing affected by this. They then produce new long term SOLs to ensure that there is no loss of learning and that students make sustained progress during this period. The curriculum was reviewed once more in light of any changes made by OFQUAL.

Before the lockdown period began in March 2020, we had built our strategy, ensured the IT software and hardware was in place and had been developing staff skills on

MS Teams for over a year. Intensive training also took place prior to lockdown. As such, we were able to move to a full curriculum during that period, ensuring that our school was still the heart of our community for all students.

Gaps still to close based on the review.

- i. Parental workshops for parents of SEND students to support them in their home learning are ongoing.
- ii. Student engagement in the lesson can be monitored more effectively by using the Insights App on Teams. This will roll out to Year 9 and then all staff/classes.
- iii. SEND department review of impact of assistive technology on T&L.
- iv. Ongoing support with PP students and their families with home visits and building relationships with all students such that they can come forward when they have moved into PP category during the pandemic.
- v. Induction programme to integrate more effectively use of Ursuline Specific IT needs.
- vi. Strategic partnerships with local schools to add value to what we do.

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>Assistant Head Teacher for Teaching and Learning and Digital Learning is responsible for the quality of remote education and ensures that provision meets expectations for remote education. The AHT works with SLT in the Quality of Education meetings and SLT meetings to ensure that the whole school leadership works together to ensure a “best in class” remote education provision.</p> <p>The planned curriculum is the same as the in-school curriculum, with every lesson taught as timetabled in school. The same SOLs are used with support for staff and students on pedagogy of teaching practice to ensure sustained progress.</p>		5	<p>To help develop your remote education plan:</p> <p>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.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus</p>

				<p>outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Governors were updated on the remote education provision during the 2019-2020 academic year and have continued to receive updates this academic year at the calendared governors meetings.</p> <p>Staff have had extensive support and CPD to ensure that they are able to shift their classroom teaching practice to online through INSET days, TED talks, Microsoft Training sessions, updates via video, summary booklets and documents, face to face support, 1-2-1 support remotely, whole department or faculty CPD sessions. This support and CPD is ongoing to ensure outstanding teaching practice, whether remotely or in the classroom. Students have had support through their tutors, assemblies, learning conferences and information evenings.</p> <p>Parents and carers have been informed through information evenings, letters, academic review days, phone calls and emails. The information is also posted on our website. Parents are updated regularly.</p>		5	<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 about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>

Monitoring and evaluating	<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 	<p>We have a Staff Wellbeing Committee with staff, SLT and Support staff as contributing members. Staff workload and wellbeing is monitored carefully. Staff are supported with individual care based on their needs, from time away from the screen, additional IT support and working in school if it is easier for them. Senior leadership maintain open lines of dialogue with staff to ensure that they are always up to date with their needs.</p> <p>The school calendar is evaluated weekly to ensure that all school activities/events are appropriately managed for staff.</p> <p>New staff have received additional support to ensure that they are able to deliver the curriculum online.</p> <p>Access to appropriate management information is unchanged as the school is well prepared for remote education.</p>	<p>5</p>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • 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.

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>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 	<p>The school works with parents through the Heads of Year, Pastoral assistants, SEND Faculty, AHT for Behaviour and Inclusion, PP coordinator and Student Services. Every student has access to a laptop and we ensure that all students have wi-fi at home, providing them with a dongle if needed.</p> <p>Students who are identified as being unable to work from home for something other than technical needs, then they are invited into school to get the support they need.</p> <p>Vulnerable students are contacted on a regular basis by the SEND/PP/PA team</p> <p>Students are supported by their Form Tutors and registration time has been extended to enable this, PSHEC learning conferences, assemblies and communication with parents have been used to support students in their learning and physical/mental wellbeing while at home. Vulnerable students are also given extra support.</p>	<p>Using Insights to look at engagement during the lessons.</p> <p>Home visits outside of food drop offs to check on students' wellbeing.</p>	<p>4</p>	<p>The EdTech Demonstrator Programme's remote education roadmap 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 the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>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.</p>

<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>	<p>All students have a laptop through our scheme and students without wi-fi at home have been identified and a dongle sent home.</p>		5	<p>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.</p> <p>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.</p>
<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>The SEND faculty, PP coordinator, Heads of Year, Pastoral Assistants and AHT for behaviour and inclusion work closely with all students with additional needs to ensure that they are able to access the curriculum remotely (or on site) and that they are given the appropriate support to manage their physical and mental</p>	<p>Guidance for parents for SEND students still ongoing through work shops.</p>	4	<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 on actions for schools during the coronavirus outbreak provides guidance on</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>wellbeing. Parents are contacted regularly with support. SEND staff are on site to support students face to face for those in school and TAs access the same lesson as the students on Teams and give the students the same support as if they were in the classroom. 1-2-1 and small group interventions still take place remotely. Staff are aware of the needs of the students and differentiate their lessons accordingly.</p>			<p>how schools should support pupils 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>	<p>Students register with their form period at 8.35 and go to every lesson online as if it were the normal school day. A register is taken for every lesson and parents contacted if a student truant. Staff can access live work from every student through OneNote and communicate with the student as she works. If there are concerns around engagement and progress, the Head of Department or Head of Year will be informed and will contact home.</p>	<p>Use of Insights to enhance this.</p>	<p>4</p>	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>
<p>Pupil digital skills and literacy</p>	<p>Students have support through the Laptop Doctor on the</p>	<p>ON to check on assistive</p>	<p>4</p>	<p>Where technology is used to support the school's remote</p>

<p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>mechanical aspects of their laptop. All students have been using Teams and OneNote for their learning while on site and this has made it easy to transfer to remote education. Students received training through learning conferences, assemblies, videos to watch with their tutor, How2 guides with their tutor. We use student voice regularly to ensure that all their needs are met.</p>	<p>technology use with SEND dept. ON has done training with SEND staff, need to evaluate its impact.</p>		<p>education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>
--	--	---	--	--

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.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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 • Key stages 3 and 4: 5 hours a day 	<p>Students have a full school timetable, the same as if it were on site. 6 periods a day with registration in the morning, enrichment clubs after school, assemblies on the appropriate day, intervention sessions etc.</p> <p>The day runs from 8.35 until 3.10 with enrichment until 4.10</p>		5	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>
<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</p>	<p>The curriculum for remote learning is the same as that in class. There is no loss of learning, progress or curriculum.</p> <p>Middle leaders may sequence the units of work in a slightly different order and this is communicated with senior staff.</p>		5	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders</p>

similar but adapted or one that is completely different.				support their pupils during remote education.
<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 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>	<p>All of our lessons are delivered by live teaching through MS Teams. Staff will use a variety of resources, from Microsoft Office Apps, Forms, Flipgrid, Streaming, Turn It In and other commercially available websites such as MathsWatch, Seneca, Kerboodle. These are integrated into the live teaching experience.</p> <p>Work will be set through assignments and feedback given every 2 weeks on a piece of work that enables the student to make progress. This is in line with school policy, whether delivering learning remotely or in the classroom.</p> <p>EMBs and other assessments will continue online.</p> <p>To reduce the time that students spend in front of the computer, staff are asked to set non-screen based homework wherever appropriate. We also have 93</p>		5	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • 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. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.</p>

	students on the National Tutoring System.			
--	--	--	--	--

<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>	<p>Feedback will be given on a fortnightly basis for any assessed pieces of work. The feedback will be written or an audio recording or both. The student will log the feedback in their Tracker Sheet.</p> <p>Teachers will get feedback from the students during the lesson as part of their normal teaching and will be able to give feedback verbally or written at this point. Teachers may get feedback from a variety of methods such as but not limited to, Mini White Boards on screen, work in the collaboration space, Reviewing Student Work in OneNote (Students' online exercise book), question and answer sessions, breakout rooms, homework, uploaded written work, work set in Assignments, EMBs.</p>		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
--	---	--	---	--

Capacity and capability

Schools support staff to deliver high-quality remote education.

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>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>	<p>Our teaching is based on research informed practice that ensures we use the best and most appropriate teaching pedagogy to ensure that our students make outstanding progress. This is the same for remote learning. Senior leaders are made aware through weekly strategic Quality of Education meetings. Middle leaders are also informed and whole staff CPD and support put in place. Staff have received extensive training on effective practice as detailed previously.</p>		5	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<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>All staff have been given their own laptop, which is maintained and updated by ID3.</p> <p>Staff have had extensive training, as detailed previously, and this is ongoing, with staff receiving</p>		5	<p>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</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 iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>feedback and support within 24 hours or immediately if it is impacting on T&L. our induction process has also undergone a review to ensure that staff who join us are also able to cope with the demands of remote learning.</p>		<p>online platforms and resources, including for children with SEND.</p> <p>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.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</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</p>	<p>We have met with local schools in the area who use Microsoft Teams and have pledged to support each other during this period. We have signed up to the EdTech demonstrator programme and will be working with them in the coming months.</p>	<p>3</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, including how to embed technology into

<p>the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>Departments have not yet made the links to the hubs to share best practice.</p>			<p>teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none"> • 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.

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>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>	<p>Communication with parents has been through information evenings, letters, emails, Academic Review Days, Parents evening (remotely), Q&A sessions through MS Streams with all of these posted on the website for parents as well.</p> <p>Students have been given clear protocols on the remote learning provision. This is in their diaries and they have learning conferences, assemblies, tutor notices in registration to ensure that they remain an active part of our community.</p>		5	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive</p>	<p>All lessons are running live for all students. We have run whole year events on Teams, such as end of key stage celebrations, leavers</p>	<p>Monitoring of attendance online and PP/SEND numbers</p> <p>PP and SEND coordinators to actively</p>	5	

<p>lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>celebrations, Faith Days, carol service UHSFest week, weekly assemblies. In spring A we will bring students together to celebrate St Angela together, celebrate LGBTQI month and also a whole school holocaust session. The school enrichment programme is running, with few clubs not able to do so. Clubs had moved to an online provision in Autumn term, where it was appropriate to do so and this can continue in the spring term.</p>	<p>encourage students to attend</p>		
---	--	--	--	--

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

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>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>	<p>Clear message of Safeguarding team and who they are and how to contact remotely</p> <p>Staff are clear on who contact for SG issues whilst online</p> <p>Clear guidance on how to be safe online and school policy.</p> <p>Regular strategic meeting for any referrals that have come through the monitoring.</p>		5	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<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>	<p>Clear policy shared with staff on INSET days</p> <p>E forensics monitor students online activity and alert SG team of any concerns to follow up.</p>		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools

<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Training for staff on emotional wellbeing and mental health and revisited in TED talk JAN 2021</p> <p>Students are rag rated to be called twice or once a week based on vulnerabilities. One to one session with pastoral staff if deemed appropriate. Welfare checks are key to this.</p>		5	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Our GDPR officer ensures that we remain GDPR compliant and any breaches or near misses are investigated and managed appropriately.</p>		5	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
<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>	<p>Clear online behaviour policy shared with staff and students signed agreement. Computers are monitored by Eforensics for any inappropriate behaviour or language. There is a clear and well-communicated procedure for managing deliberate disruption to online lessons. Students are</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

	aware of the consequences for such behaviour. Positive BfL online is promoted through rewards, certificates and communication with home			
--	--	--	--	--



Department
for Education

© Crown copyright 2021

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DfE-00004-2021



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk