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.

Scoring

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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.	• Clear plan has been developed & is continually adapted, after periods of closure and based on feedback from staff & parents • Plans and resources in place for immediate remote learning and then longer periods of closure • Approaches fully developed for all eventualities • KS responsible for monitoring the quality & delivery of remote education • Blended learning approach developed to incorporate synchronous & asynchronous learning opportunities in all curriculum areas • EYFS have differentiated phonics	• Levels of engagement of and additional support in place for SEND	5	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 outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.

		and maths zoom sessions in small groups to tailor learning needs, including SEN.			
		• EYFS have whole class zoom literacy sessions with clear teacher modelling for guided tasks.			
		• Tapestry activities are provided alongside zoom sessions that support and develop literacy skills and cover other areas of learning within the development matters.			
		• KW children are provided with the same themed learning opportunities, devised by class teacher and delivered by TA. As the group is small, class teacher can tailor learning to fulfil learning needs for each individual. KW children then participate in engaging activities that cover other areas of learning.			

Communication				
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	• Remote/Blended Learning policy shared with staff and governors (updated regularly and disseminated) • AUP policy and Home School Agreement specifically written to refer to remote learning- shared and signed by parents/pupils • Regular updates on social medium and school website about remote learning • All remote learning arrangements shared with parents via email • Daily phone calls to parents who are not accessing remote to support further		5	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 The school has systems in place to monitor the impact of remote education. This includes:	• Children take part in 'Fun Friday' – this is mainly independent work supplemented by intervention from TA's			GOV.UK provides the following guidance: • recording attendance in relation to coronavirus (COVID-19) during the

• 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	for reading as well as addressing any misconceptions with small groups linked to online learning. This enables teachers to plan effectively and prepare high quality remote learning for the following week. • Timetables & direct teaching time constantly reviewed and updated, based on staff feedback • Regular staff questionnaires/surveys conducted • Weekly arrangements/diary sheets continue to be emailed to all staff			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	• Devices and internet dongles provided for any children who are unable to access remote learning • Daily phone calls to offer support • Regular email communication to both parents and pupils • Staff refer to behaviour policy, whilst teaching remotely, to promote consistency despite children learning in a different environment. • Immediate feedback through tapestry can support parents in developing and guiding their child's learning in the best way possible. • Teacher works closely with parents through tapestry and emails to address misconceptions,	• Provide more support/guidance for pupils around self-regulation and behaviour for learning remotely.	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.

	add challenge and discuss progress where needed.			
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.	• Devices and internet dongles provided for any children who are unable to access remote learning • Vulnerable children invited into school – still accessing the learning as others working remotely		5	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	• Vulnerable group in school with TA support • Use of breakout rooms with TA support during live lessons	• Levels of engagement of SEND and additional support in place for SEND	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.	• Differentiated activities set on Google Classroom and during live lessons • Regular welfare calls from SENDCO • Devices made available • SEN children in differentiated phonics and maths groups to reinforce previous learning. • V children in school have 1-1 sessions with EYFS TA with planning/discussions provided by teacher.			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.	• Daily attendance calls (AP) • Daily emails to parents/pupils if attendance inconsistent over the day or asynchronous tasks not completed. • Emails/calls during live sessions (Class TAs)	• Some inconsistencies in level of engagement between classes	4	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

	• Vulnerable children who are not engaging invited into KW/V group in school			ways to monitor and evaluate progress.
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.	• In school sessions were delivered prior to closure, to ensure children were familiar with the technology and learning platforms • Children are encouraged to access their own school email addresses to access zoom sessions and Google classroom • Help links and guidance has been shared • TA available to support with uploading work • Tapestry activities monitored to ensure children are completing set tasks at home. Teacher to work with parents who cannot access these tasks by emailing.	• Younger children still reliant on adult support – how can we ensure they are also able to access the technology effectively?	4	Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance 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	• Detailed timetable of synchronous/asynchronous learning • Live lessons delivered in Literacy and Maths; independent work provided for other curriculum areas • Independent work books provided covering core teaching • EYFS receive daily literacy, maths and phonics sessions through zoom and two daily tapestry activities linked to zoom and to develop skills in other areas of the curriculum.		5	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.	• Blended learning approach adopted • Hybrid teaching also utilised, when called for		5	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.

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.	• Literacy lessons follow the same structure as in class • Children build up to a piece of writing over the course of a 1 / 2 week structure. This enables high quality writing to take place and makes this more manageable for children to access. • Maths 'catch-up' scheme used, following the teaching structure as in school • Guided Reading & Phonics delivered as in school • EYFS use white rose maths and power maths frameworks to deliver a consistent approach to maths to ensure there are no gaps in learning			The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.
Curriculum delivery	• Live lessons • Google Classroom asynchronous tasks		5	GOV.UK provides:

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.	• Printed work books • Tapestry activities (EYFS) • Learning platforms & resources: TTRS, Lexia, Purple Mash, CBBC, Oak Academy, BBC Bitesize, Recorded music lessons, TEDed • Clear timetables for all year groups • Communication through email and Google Classrooom • EYFS have access to a range of websites provided each Friday including numbots, topmarks, RWI, teach your monster to read and tiny happy people.			• 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-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	• Immediate feedback given in live sessions and on live chat • Questioning and tasks set in live sessions –		4	GOV.UK provides guidance on: • assessing pupil progress and providing feedback in the remote education good practice guidance

curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	breakout rooms utilised to allow for direct feedback and support, as well as collaboration • Feedback provided on Google Classroom – written and verbal (voice recording) • Workbook answers provided to parents, to allow for marking of independent work. • Live quizzes set on google classroom in order for children to receive instant feedback and question any misconceptions instantly with their teacher/ta. • Teacher provides comments for each completed tapestry task including positive praise, next steps (challenge) and tips (support) where appropriate.			• 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.	• Policy developed in line with all DFE guidance and the temporary continuity direction • Staff meetings dedicated to use of Zoom & Google classroom • SLT attend regular webinars etc on remote learning updates • Staff regularly share good practice and useful resources • EYFS zoom literacy and phonics sessions available on staff share to support others.	• Parental engagement with Google Classroom is inconsistent which hinders assessment. FAQs have been sent to try and address any technical issues around how to use it.		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.	• All teachers have laptops, ipads and webcams to support all remote learning • Support staff are provided with devices when needed			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.	• All staff given training and support on the various platforms and online learning resources available • Regular shared good practice			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	• Supporting MMU, as advanced partnership school, to ensure students are prepared for remote learning (good practice shared at steering group meeting)			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. | • Network meetings attended and practice shared
• Several school-to-school support hubs accessed | | | 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).	• Regular emails sent to parents with any updates- timetables, Fun Fridays etc • Guidance sent to parents regarding expectations of workbooks and asynchronous learning • Google Classroom support link sent to parents to help with submitting work on laptops, android and apple devices • Test pupils set up for every class so teachers can show children how to submit work • Pupils provided with timetables, which set out the weekly teaching/learning schedule. • Support provided to children who are struggling to upload	• Submission of work by parents (and pupils, if appropriate higher up the school) is inconsistent but should be manageable. Videos, FAQs and guides have been sent.		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).

	work to google classroom. • EYFS Class teacher emails parents each Friday to review the week and ask parents for feedback of sessions/contact regarding any concerns. Parents have taken this opportunity and class teachers have worked with parents to provide extra resources and strategies for parents to do at home.			
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.	• Daily zoom lessons provide interactive learning opportunities. • Daily class novel, gives the children the opportunity to share reading and maintain class community • Shared PE sessions • Google Classroom is a platform which allows for class communication and interaction	• **Opportunities for** Whole school/corner/key stage story or assembly?		

	• Fun Friday activities are set to allow for families to engage together			

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.	• All teachers take a register every morning- any absentees are sent to SENDCO who follows this up. AP is a single point of contact for teachers • TAs ring parents of any children who have not attended sessions throughout the day • Ta's and teachers ensure that any concerns are recorded on cpoms. • Children are aware how to use online platforms safely due to sessions taught by staff. • On zoom, children are not to be in breakout rooms without a member of staff. Staff are not to be on zoom with only one child.			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				
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.	• AUP shared with parents, staff and governors • AU agreements shared and signed by parents/children • Staff meeting and info shared with other adults (no 1:1 Zoom etc)			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 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.	• Parents and teachers in regular contact to discuss how the children are responding to Remote Learning • End of day zooms can incorporate a general chat, show and tell as well as a class novel • Email communication between children and teachers – able to share concerns, support with any issues. • AP is point of contact for parents – offering and arranging support as needed, liaising with other agencies	• Assemblies?		GOV.UK provides advice on supporting pupil wellbeing during remote education.

Data management				
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	• All arrangements checked in advance of set up with Data Protection Officer – GDPR compliant • Google monitored by SLT • Appropriate licenses for learning software			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 raise their hand if they want to answer a question • Monitored in lessons, use of mute tool where appropriate and video turn off (silly faces, other members of the family chatting etc.) • Children are muted at certain parts of the sessions to allow for input • Whilst teacher is teaching, TA can see all children to ensure that they are sat properly, watching the screen etc. • The school's behaviour policy is embedded and			GOV.UK provides guidance on behaviour expectations in schools.

	followed. Children can still earn house points for outstanding behaviour and excellent attitude to learning/participation online. •			

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