



Department
for Education

Review your remote education provision

Schools

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Summary

This framework has been produced to support schools in England to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

Who this publication is for

This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.

Aims of the framework

This framework aims to help MAT leaders, school leaders and governors in England to:

- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the [schools' guidance](#) and the [COVID-19 guidance for FE providers](#). Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit your school context.

The framework differs from the [remote education template](#), which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

Using the framework

You can work through the entire framework to identify strengths and areas for improvement in remote education with your senior leadership team (taking approximately 1 hour to complete as a group) or focus on specific sections that have been previously identified as priorities.

The framework will help you to have conversations with all stakeholders within the school community (for example, staff, governors, parents) about your school's remote education provision.

The framework can help you meet basic requirements using the resources and tools you currently have (digital or physical), and to take your remote education provision further. School leaders should allocate a score to each statement where possible, identify strengths and areas for improvement, and discuss next steps with members of the senior leadership team (SLT) and governors. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

You can use the framework more than once to adopt practical steps and move from the "identifying" stage to the "sustaining" stage, to embed a sustainable strategy for remote education.

Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

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

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>	<ul style="list-style-type: none"> - There is an overarching plan including a Remote Learning Policy, Education Continuity Plan, Remote Learning SEF and a Guide for Parents informing them of our offer. - The Trust's lead on remote education is the head of Teaching and Learning. - The plan follows as closely as possible the schools' existing curriculum with some adaptations for certain subjects, e.g. DT, practical Science, Art where materials and resources may not be available. - If children with SEND/EHCP are in school then their 1 to 1 support is also in (where applicable) - Where possible, Oak National, BBC Bitesize, BBC Teach, RWI sessions have been linked directly to the curriculum intent. 	<ul style="list-style-type: none"> - More information needed on SEND adaptations to provision at home specifically. - Within school provision staffing has to be used for bubbles as so many children are in school. 	4	<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>

	<ul style="list-style-type: none"> - The schools use either See Saw or Showbie to upload and monitor learning. 		<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>	<ul style="list-style-type: none"> - On the website there are the Remote Learning policy, the Education Continuity Plan, the guide for Parents. - Links to learning on school Facebook pages and Twitter. - LGBS and Trustees have had plans shared with them and it is an agenda item at meetings to update, discuss and review provision. - All staff have had consistent communication from the Remote Learning Lead and she provides regular updates and guidance when needed. - Daily briefings at school level are still happening to keep the staff team updated. - Through the website and the school's Arbor parentmail app, up to date information is shared on a regular basis. - Within the ECP there are clear expectations regarding communication with parents. This gives teachers, Heads, 	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>

	<p>SWOs the chance to check that home learning is happening and if not support can be put in place.</p> <ul style="list-style-type: none"> - Food parcel pick-ups gave the schools the opportunity to see and speak to vulnerable families. - Where there are concerns about welfare, safeguarding or learning, home visits have taken place. - The Head of Inclusion has responsibility for contacting all children with EHCPs and SEND/vulnerable. - All records of communication for all children are recorded on CPOMs. 			
<p>Monitoring and evaluating</p> <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 	<ul style="list-style-type: none"> - Leadership are aware that staff workload and time spent on screen has been considerable. Adaptations have been made to the curriculum to include non-screen learning, e.g. Well-being Wednesday. - Leaders have encouraged staff to use the commercially produced lessons etc. - Clear cut off points have been established and shared 	<ul style="list-style-type: none"> - Review of staff workload and well-being needs to be reviewed regularly. 	4/5	<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

<p>information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</p>	<p>with parents for receiving feedback on uploaded learning so that staff do not feel that they have to assess learning before 8.30 and after 3.15pm.</p> <ul style="list-style-type: none"> - As the schools are in a Trust there is some spare capacity within the central team and other schools to address any staffing issues. - The Trust's AHO leads on children's attendance and submits the DFE return daily. - The Trust's HR lead tracks and monitors staff absence as normal. The absence management policy is still being applied (non-COVID absences). - All teaching staff have access to Arbor (MIS system) and all staff across the Trust have access to CPOMs for logging communication/safeguarding concerns. Permissions differ depending on role and the system alerts those people who need it. 			<ul style="list-style-type: none"> • remote education good practice
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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. SEND?	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>- In September 2020, The schools conducted a survey of parents and families to establish their access to devices at home.</p> <p>- With the DFE allocations as well as the schools' own loaning system and donations we know there are few children who do not have at least 1 device in the home.</p> <p>- When teachers have made their regular phone calls home, they have been able to establish whether the devices are suitable and there are enough. In addition, they have also been able to identify issues with routers and data. The schools have been able to support this, e.g. free data SIM cards.</p> <p>- Behaviour guidance has been sent to families on managing behaviour at home with some helpful techniques and strategies to use.</p> <p>- Because teachers are monitoring See-saw and Showbie throughout the day,</p>	<p>- Families with more than 1 child, in different year groups need more than 1 device.</p> <p>- 1 school has not been able to order their DFE allocation of devices (28/01/2021).</p> <p>- More needed on coping with well-being and periods of isolation at home, e.g. managing feelings, anxiety etc.</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>they are able to respond to any issues.</p> <ul style="list-style-type: none"> - Through phone calls home teachers are able to guide both the parents and the children on expectations and where to focus their learning. - The ECP set out timetables for learning. Schools also do send out reminders of well-being activities and strategies to support children. - SWOs can signpost families to support /outside agencies if in crisis. - Schools have made concerted efforts to include specific non-screen well-being activities and time in to the weekly timetable. 			
<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</p>	<ul style="list-style-type: none"> - With the DFE allocations as well as the schools' own loaning system and donations we know there are few children who do not have at least 1 device in the home. - Schools have used donated devices sourced through local and national companies. - Schools have used their own devices for loan but these are limited. 	<ul style="list-style-type: none"> - Families with more than 1 child, in different year groups need more than 1 device. - 1 school has not been able to order their DFE allocation of devices (28/01/2021). - How is paper based home learning being monitored, assessed and fed back on? 	4	<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</p>

<p>impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<ul style="list-style-type: none"> - Where children have no access to on-line learning/devices, the school has provided paper copies and a wallet of resources. - Children in this category have also had access to vulnerable children's provision in school. 			<p>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>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<ul style="list-style-type: none"> - Teachers are adapting and differentiating the provision for those children on the SEND register. - SEND children in school are still receiving 1 to 1 support (where applicable and possible) as well as interventions. - Disadvantaged pupils are receiving the right devices and access to data. - SEND/EHCP/Vulnerable children are strongly encouraged to send their children in. <p>DATA NEEDED ON ATTENDANCE FOR KEY GROUPS</p> <p>-</p>	<ul style="list-style-type: none"> - For those children not in school, how are they meeting their EHCP targets? - Look at Oak National for updated SEND learning. - Discussions with teachers regarding provision needs to happen. 	3	<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 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>	<ul style="list-style-type: none"> - Via Seesaw and Showbie children's participation can be tracked and monitored. - Contact is made if no learning after 3 consecutive days on regular non participation is picked up. - The schools strive to work positively with families to engage them in learning. - DATA for each school - % - Key groups? 	<ul style="list-style-type: none"> - What happens to children who persist in not engaging? Do we strongly set the expectation and encourage coming in to school? - Is 3 days too long a time? 	<p>3</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>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<ul style="list-style-type: none"> - Children had used the technology prior to going into lockdown and were very familiar with it. - the platforms chosen are very easy to access and use. 	<ul style="list-style-type: none"> - SEND pupils? - What are they using? 	<p>3</p>	<p>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.</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

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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>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 	<ul style="list-style-type: none"> - Yes all schools are providing provision for at least 3 hours for KS1 and 4 hours for KS2. - In addition, supplementary activities are also provided. - In all schools' priority is given to Maths, Early Bird, Phonics, Writing and Reading (MWA – Speaking and Listening). These are the non-negotiables. - Noncore learning is also given daily through either discrete subjects or by grouping in to topics/themes. 		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>	<ul style="list-style-type: none"> - The curriculum maps out all learning for all year groups. - Head of Teaching and Learning has cross referenced links to Oak National, BBC Bitesize, BBC Teach and RWI to our curriculum intent. - Teachers have access to a range of online learning such as Bug Club, TT Rockstars and Numbots to supplement the curriculum intent. 	<ul style="list-style-type: none"> - The context of some units of learning for English, for example, have altered to cater for staff workload. This needs addressing following the end of lockdown. 	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>

<p>similar but adapted or one that is completely different.</p>	<p>- MWA have addressed contextual issues regarding children of different year groups and have adapted the non core learning into common/consistent themes in order to support parents.</p> <p>- Due to restricted access to resources at home, PE, practical Science, Art and DT have had to be adapted in terms of the order they are delivered.</p> <p>- Children in school and at home access the same learning.</p>			<p>support their pupils during remote education.</p>
<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</p>	<p>- The curriculum maps out all learning for all year groups.</p> <p>- Head of Teaching and Learning has cross referenced links to Oak National, BBC Bitesize, BBC Teach and RWI to our curriculum intent.</p> <p>- Teachers have access to a range of online learning such as Bug Club, TT Rockstars and Numbots to supplement the curriculum intent.</p> <p>- Showbie and Seesaw are used.</p> <p>- Teachers are producing pre-recorded lessons for children</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

<p>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>to access alongside videos from Oak National and BBC Teach. E.g. phonics, reading of class novels, art and ...</p> <ul style="list-style-type: none"> - Clear communication from teachers to children/parents via Showbie and Seesaw. Voicenotes and written commentaries. - All children were familiar with the online platforms prior to lockdown. 			<p>resources to a school's existing curriculum.</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 - free for any pupil with dyslexia or visual impairments.</p>
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<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>- Daily feedback is given to the children via Showbie and Seesaw.</p>	<p>- assessment of paper based learning?</p>	<p>4</p>	<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>
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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>	<ul style="list-style-type: none"> - All teaching staff have access to the Education Continuity Plan along with the Remote Learning Policy. - Senior leaders regularly update staff when necessary. 		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>	<ul style="list-style-type: none"> - all staff have access to Showbie or Seesaw and have the relevant passwords for online learning platforms such as Literacy Shed. - staff have been using Showbie or Seesaw and have received specific training on 	<ul style="list-style-type: none"> - check in meetings for staff to review the use of Seesaw or Showbie and to share good practice. 	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>how to use these effectively to deliver remote learning.</p> <ul style="list-style-type: none"> - platforms used for remote learning are familiar to both staff and children (including those with SEND). 		<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>	<ul style="list-style-type: none"> - Support from English Hub - Schools within the Trust support each other - Teachers are using Twitter to share ideas and problem solve. 	<ul style="list-style-type: none"> - external support networks explored 	<p>4</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>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
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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>- DfE parent guide is completed and on the Trust website.</p> <p>- Learning is set by the teachers and the expectation is that non-negotiables are completed.</p>	<p>- some parents are not supporting the school or their children in home learning.</p>	<p>5</p>	<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>????</p>		

lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.				
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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>- safeguarding policy addendum</p> <p>- every member of staff has had updated safeguarding training</p> <p>- clear expectations and safeguarding references in the Education Continuity Plan.</p> <p>- CPOMS is used to record and alert key staff about safeguarding concerns</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>- due to the Trust school's context and demographic, the decision was made to not provide live streamed lessons</p> <p>- expectations for pre-recorded lessons are outlined in the Education Continuity Plan</p> <p>- online safety is part of the curriculum intent and alerts and information are regularly shared via Twitter and Facebook.</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>- all staff have had access to Mental Health Awareness training delivered by the Mental Health Support Team</p> <p>- SWO and the Inclusion Team have regular contact with more vulnerable children</p> <p>- teachers have regular contact with parents to review how well their children are coping at home</p> <p>- some of the Trust schools are conducting individual live Zoom meetings with families</p> <p>- referrals are made to the Trust SWOs and AHO who then contact the families.</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>- Data Protection Officer (Trust employee)</p> <p>- all relevant policies available on the Trust website</p> <p>- Fully compliant with GDPR regulations</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</p>	<p>- guidance for expectations of behaviour has been sent home</p> <p>- teachers speak with children on the phone if their behaviour</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

and teachers monitor and enforce them.	at home is reported as being an issue			
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Department
for Education

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