



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.

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</p>	<ul style="list-style-type: none"> • Remote Learning policy • Remote Learning code of conduct • Regular monitoring from SLT • Weekly review and reflections with staff following monitoring 	<ul style="list-style-type: none"> • SEND and GD provision is evolving as confidence grows with technology • a range subjects but not full breadth 	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</p>

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<p>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"> Weekly timetables reflecting our curriculum offer 			<p>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>Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.</p> <p>Refer to Oak National Academy for help to deliver a planned curriculum for all.</p>

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<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"> • Code of conduct sent to all parents through Microsoft forms • Remote learning policy shared with all stakeholders and published on website • Daily live communication everyone day within every year group • Newsletters, regular updates sent to parents on weekly basis • 100% of parents have agreed and signed the Microsoft Teams user agreement • Fortnightly HT and Chair of Governor meetings for updates 	<ul style="list-style-type: none"> • Parents reminded to check emails as this is the primary source of contact. 	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 COVID-19.</p>

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	<ul style="list-style-type: none"> Engagement percentages for whole school, year groups and vulnerable groups shared across the Trust, Learning Board and with EPS stakeholders 			
<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 information (such as staff and pupil 	<ul style="list-style-type: none"> Daily staffing rota in place Weekly keeping in touch meetings Open door policy Admin team monitoring sickness and pupil absence, isolation periods School successes and positive feedback from parents shared regularly Daily staffing return to DfE 	Timetables for non-school based staff are evolving. At present slight variation but SLT supporting year group teams to set up effective and equitable rotas.	4	<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 full opening for schools: school workforce remote education good practice

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sickness and absence data) to help the school respond to changing contexts				

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

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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 	<ul style="list-style-type: none"> • Weekly assemblies to stay connected, praise and reinforce positives. This includes awards for 'lockdown learners' and Headteachers challenges. • SLT made expectations video for KS2 in first week of Jan Lockdown • Suggested timetables with clear expectation of time and organisation of subjects • Opportunities for live check ins • Class teachers quickly identify pupils needing additional support to the SENCO to refer to outside agencies • PSA in contact with vulnerable families • Welfare calls made by year group staff or live invites to TEAMS • Support from Gillian Watts (EWO) for children not accessing 	<ul style="list-style-type: none"> • Some in school variation in the drop in sessions on TEAMS as present 	<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>learning or making contact with the school</p> <ul style="list-style-type: none"> • Reading book collection and swap set up for all children to access regular reading books. Children finding reading a challenge to read daily on Teams with a TA or to have 1:1 RWI Pinny Time. 			
<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>	<ul style="list-style-type: none"> • Rotary club donation of tablets (8) • Chrome books sent home with user agreement for those in need • Vulnerable identified and provided with additional technology • Weekly reminders to families that technology is available should they need it • All staff are vigilant in problem solving for parents with technology • Whole school advice is shared as well as on an individual basis • A variety of online activities 		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>

	<ul style="list-style-type: none"> • Whole school including admin team supporting with technology troubleshooting • Paper copy of work given to parents if required. 			
<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"> • All children attending school, with the exception of one EHCP pupil all children are in. He has live lessons to compensate by a TA/T. • Team around me continue to run with a shift to supporting remote learning. • Some y2 and Y3 pupils still using Tapestry to access RWI videos • Teachers have a strong knowledge of children's needs and differentiate work accordingly sometimes setting individual learning tasks. • Children finding reading a challenge to read daily on Teams with a 	<p>Some staff lean towards setting things from younger year groups and be aware of the impact on self esteem</p>		<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 for full opening f 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>TA or to have 1:1 RWI Pinny Time.</p> <ul style="list-style-type: none"> • Where there is capacity in the teaching team, ensure a T/TA is available throughout the day to support children with learning on Teams either 1:1 or in small groups. This also includes pastoral support and small friendship groups. • Welfare checks taking place over the telephone and on Teams 			
<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"> • Remote engagement spreadsheet • Percentages shared with Trust and LGB • Tapestry, VLE welfare calls on the phone and Teams 		5	<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>	<ul style="list-style-type: none"> • Whole school including admin team supporting 		4	<p>Where technology is used to support the school's remote</p>

The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	with technology troubleshooting			education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.
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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"> • Clear timetables sharing sessions and timings shared weekly on home learning platform. • Policy states minimum required hours for remote learning • Expectations shared with class teachers and monitoring of work being set carried out by SLT • Parents feed back states learning is taking the set time • A variety of subjects are being covered 	<ul style="list-style-type: none"> • Subject leaders to be given opportunity monitor provision of their subject remotely to ensure building blocks in place for clearly defined end points. 	<p>5</p>	<p>Remote education expectations are highlighted in the guidance for full opening.</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"> • English – RWInc continues and is linked to the children’s needs. Spellings, comprehension and reading continues and is built into a weekly plan. Book exchanges have been set up to ensure access to reading books, as well as online resources being signposted. 	<ul style="list-style-type: none"> • Assessment of RWI will be difficult under lockdown – but needs to take place to ensure provision is matched to ability. 	<p>4</p>	<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 support their pupils during remote education.</p>

<p>similar but adapted or one that is completely different.</p>	<p>Writing skills continue to be delivered through pre-recorded lessons and resources</p> <ul style="list-style-type: none"> • Maths – a variety of resources to support daily maths, White Rose and teacher recorded lessons. High profile TTRS battles and numbots engagement certificates • Foundation subjects are delivered in line with the planned curriculum and suitable resources from OAK or pre recorded sessions from class teachers are used. • Some adaptations are required, in terms of unit of work that may not translate well into remote education and will be recorded that they have been missed out, to fit in later into the term. • Children both in school and at home have access to the same curriculum/timetable 			
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	<ul style="list-style-type: none"> • Building blocks are emphasised • Checks on knowledge are used in vle and connection time to inform planning 			
<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>	<ul style="list-style-type: none"> • Teachers are using resources from ONA, white rose and their own pre recorded sessions following the National Curriculum • A mixture of pre-recorded, live connections, live small group work, live 1-1 sessions and ONA are used to vary remote learning delivery • Tapestry and the VLE are used daily to share remote learning and also receive children's work. • Increasingly teachers gaining confidence and systems to support remote education live such as poor engagers led by staff in a maths lesson on TEAMS 	<ul style="list-style-type: none"> • Quality and content delivery varies between year groups, depending on level of confidence with technology • Greater consistency across school for high ambition for all pupils 	4	<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</p>

				pupil with dyslexia or visual impairments
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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>	<ul style="list-style-type: none"> • Year group teams monitor the work coming into Tapestry and the VLE and respond to every child and every piece of work sent in. • School deploys a blended approach record lessons, activities to aid practice, checking children’s work/test scores, live feedback and discussion, recorded lessons that extend learning • Communication between teams is key in identifying misconceptions and sharing concerns/next steps. • Live daily connections can have a misconception focus • Low stake quizzes, written assignments and retrieval practices taking place • Children are invited to link into TEAMS should 	<ul style="list-style-type: none"> • Independence in completing tasks in the younger years can mask understanding • Need to consider ‘flipped learning’ model. In this new content is taught through an asynchronous recorded lesson. Practice, tutoring and feedback are then done synchronously • Are pupils revisiting content through additional tasks if teacher finds a misconception? • Low stake quizzes, written assignments and retrieval practices taking place consistently across 	<p style="text-align: center;">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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	<p>they need any guidance.</p> <ul style="list-style-type: none">• Children are identified by class teachers for additional support/welfare calls when required.• Some teachers are using small assessment tasks to gauge understanding			
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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>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"> • Feedback from VLE and Tapestry monitoring shared with staff. • Good practice for remote learning documents signposted • Tips from the TES shared • Inset on pedagogy of remote delivery to maximise effectiveness such as clearer graphics, simplifying interface, avoiding overcomplicated resources and graphics • Support given to staff by SLT on 'smarter' working practices such as group drop ins , interventions, effective practices 	<ul style="list-style-type: none"> • Fear of overloading staff stops wider circulation of lengthy documents and 'headline' given by SLT 	4	<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,</p>	<ul style="list-style-type: none"> • Initially poor technology was identified and higher quality laptops sought 	<ul style="list-style-type: none"> • Some laptops are getting older and not always up to the task of recording and 	4	<p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver</p>

<p>devices and internet) they need to teach and support pupils remotely.</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>	<ul style="list-style-type: none"> • School remains open for staff to sit, plan and record lessons, accessing all required resources • Advice and problem solving is done through weekly meetings, where practice is shared, support guides for zoom circulated and an open door policy for problem solving implemented • SENCO attending virtual meeting on enhancing the remote learning journey for pupils with SEND 	<p>being used effectively.</p> <ul style="list-style-type: none"> • Still some issues with microphones – alternative arrangements have been found • Currently trialling white boards sent home to allow for clearer feedback to learning check questions 		<p>good remote education. This includes guidance on how to use 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 pupil with a print disability.</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"> • SLT doing Live connection ‘drop ins’ and sharing/celebrating good practice • Good practice for highly engaging remote learning shared via weekly meeting 		4	<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, <u>including</u> how to

<p>the EdTech Demonstrator Programme and curriculum hubs.</p>	<ul style="list-style-type: none"> • SENCO shared practice for supporting SEND pupils with the MAT 			<p>embed technology into 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

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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>	<ul style="list-style-type: none"> • Remote learning Policy published on website and circulated among the MAT • Daily contact with parents/children on the VLE or tapestry • Hours required for remote learning stated on timetables and in remote learning policy. • Remote learning engagement spreadsheet reflects how much engagement is taking place. 		5	<p>Remote education expectations are highlighted in the guidance for full opening.</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 COVID-19.</p>
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and</p>	<ul style="list-style-type: none"> • Daily live connections for the whole year group. Focus can vary from addressing misconceptions, bringing your pet, dressing up, scavenger hunts, mystery pupil 			

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

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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>	<ul style="list-style-type: none"> Remote learning code of conduct sent to all parents to complete before any live lessons took place. CPOMS remains a constant tool in recording any safeguarding concerns 		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>	<ul style="list-style-type: none"> Remote learning code of conduct in place CPOMS remains a constant tool in recording any safeguarding concerns 		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</p>	<ul style="list-style-type: none"> SLT and all staff are approachable and have an open door policy to maintain staff mental health and well being 	<ul style="list-style-type: none"> Staff have high expectations of themselves and will answer emails late at night –despite being 	4	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

<p>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>	<ul style="list-style-type: none"> • Staff are reminded of looking after their own mental health and wellbeing • Vulnerable pupils who are not in school are identified swiftly and welfare calls are in place 	<p>reminded this is not an expectation</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>	<ul style="list-style-type: none"> • All systems are GDPR compliant • All staff recently taken GDPR Sentry training this year to identify, reduce and report GDPR breaches • Teams teaching procedure was planned and implemented alongside the MAT GDPR lead • Data breaches reported to Helen Sherriff and LGB 		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>	<ul style="list-style-type: none"> • Remote learning code of conduct in place • 100% of parents signed the code of conduct 		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

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