



Department
for Education



Review Your Remote Education Provision

Schools

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Contents

Summary	3
Who this publication is for	3
Aims of the framework	3
Framework purpose	4
Using the framework	5
Scoring	5
Framework	6
Leadership	6
Scoring	6
Remote education context and pupil engagement	10
Scoring	10
Curriculum planning and delivery	14
Scoring	14
Capacity and capability	18
Scoring	18
Communication	21
Scoring	21
Safeguarding and wellbeing	23
Scoring	23

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>	<p>Clear plan in place that is being followed by all teachers – this includes at least four hours of learning for children each day, with three hours being delivered live and support in place for children throughout the school day.</p> <p>SLT are auditing engagement weekly and supporting all learners to get 'online'.</p> <p>The plan is aligned with the school's existing curriculum, with tasks being adapted to make them accessible at home</p>	<p>Delivery of Music and Art is hampered by lack of resources available to learners at home</p>	<p>4</p>	<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 outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>

<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Plan and details have been shared on the website and via Arbor with all parents since November 2021. Plans recomunicated by teachers using video links at the start if lock down. Discussed and developed with governing body meetings (see minutes) and parents' forum. Several parents were provided with 1:1 guidance on how to get on to the programmes and lack of engagement follow up calls have been used to support parents/carers further</p>	<p>Year 3 did not use Teams for the first three days and this led to some confusion – all parents have now been updated on the approach being used and Year 3 are on Teams daily</p>	<p>4</p>	<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>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 	<p>Daily staff briefings, where workload is discussed</p> <p>SLT researching and sharing resources at least weekly in order to reduce need for resource creation</p>	<p>Very little capacity to further cover long term sickness, without an impact on in school provision (and vice versa)</p> <p>Limited monitoring of outcomes currently in place – SLT working to</p>	<p>3</p>	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year

<ul style="list-style-type: none"> • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<p>Shared planning across Year teams to reduce workload</p> <p>Teachers online for three and a quarter hours a day – this means that at least two hours per day can be spent on PPA</p> <p>Teacher absences online covered by rest of year team in short term, with additional adults reassigned to support with feedback and immediate support for learners</p>	<p>develop a system for this so as to embed best practice</p>		<ul style="list-style-type: none"> • actions for schools during the coronavirus outbreak • 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.	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>Carried out pupil interviews and parent forums to analyse the impact of the last lockdown and to learn from experience</p> <p>All families have been offered the loan of a computer and access to mobile data</p> <p>Focus of Autumn term computing in school was to develop the children's use of the systems that they are now using at home</p> <p>Daily 'registration' periods with class teacher to discuss any issues and to plan for the day</p> <p>Teachers guiding pupils to include exercise and non-screen based activities within their day</p> <p>Headsets offered to families where the house is busy or noisy</p>		5	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>All learners now have access to an appropriate device – HT has had email and verbal communication with all families in order to ensure that this is the case. Non-engagement phone calls have further supported learners to access this</p> <p>Around 30% of learners currently in school, accessing off line provision</p> <p>Paper based packs have been issued to those families who do not have the knowledge and understanding to access the online provision (less than ten families and they are having twice weekly phone-calls to offer support and teaching)</p>	<p>Some families still having issues with WiFi – NH is supporting them directly to rectify this.</p>	<p>4</p>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p>
<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right</p>	<p>5/7 children with EHCPs in school – other two are from families that are shielding. Those not in school are all accessing online learning and have been hand delivered differentiated support packs and additional support materials. SEND team are in</p>	<p>Full time SEND support not in place in Y6 due to lack of support staff – SLT seeking to recruit currently to close this gap</p>	<p>3</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>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>	<p>regular (2-3 times a week) phone communication with them</p> <p>All year groups are offering an online 'break out' provision for SEND groups, so as to differentiate task and support</p> <p>All vulnerable children invited to attend provision and c.75% have taken up this offer – those who haven't are all accessing online learning and are receiving phone calls every other day. Are also being seen weekly through food hamper distribution</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>	<p>Recorded within shared document and being driven by the Pastoral Support Team, with Inclusion Lead and HT over-seeing</p> <p>When phone calls are not answered, FISO is carrying out home visits</p>	<p>Mixed picture of engagement between classes (but all over 80%, with five classes at 100%)</p>	<p>4</p>	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>

<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>All learners are able to access the systems</p>	<p>Some parents lack confidence to support them to do this and are more comfortable with a paper based approach</p>	<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>
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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

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day 	<p>At least four hours of teaching and suggested activities a day, including a daily physical challenge</p>	<p>Not able to 'see' and so access some of the wider curriculum e.g. this physical activity.</p> <p>Due to digital approach, some children are finding this very tiring and so not attending all lessons within a day</p>	<p>3</p>	<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 similar but adapted or one that is completely different.</p>	<p>Curriculum being followed is the same as that in school. This curriculum has been described as clear and well-sequenced during most recent SIO visits</p>	<p>The quality of outcomes is not as high, as teachers are less able to police what is being submitted and to offer rapid intervention to all learners if outcomes are not strong enough. Also reflective of the learners being less adept at accessing the curriculum digitally as opposed to off line learning</p>	<p>3</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>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 as Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>All subjects are being delivered via live lessons or pre-recorded inputs</p>	<p>Resourcing for Music and Art</p>	<p>4</p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital platforms to support delivery • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.</p>
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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>Teachers and support staff offer rapid support and feedback through live lessons, chat box and Seesaw app. This happens every day, throughout the day. Where appropriate, additional lessons are scheduled to close gaps for individuals, groups or the whole class</p>	<p>Learners are responding to this feedback less than they would in school – this needs further investigation to rectify but currently tribally positive reinforcement through Marvellous Me and virtual head teacher awards (phone calls), with specific praise given during live sessions</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>	<p>All previous guidance has been shared and discussed within professional development meetings.</p> <p>New guidance is shared via email and discussed within daily briefings</p> <p>Additional resources researched and shared weekly</p>	<p>Potential information over-load as all new to this</p>	<p>5</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>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>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>Inset in September and November and PDMs in October and January provided support with this. Further support sessions offered by Computing lead</p> <p>Computing lead and IT technician continuing to offer 1:1 support</p> <p>Year teams working together to develop practice</p>	<p>Some staff less confident and so impacting on work load as taking longer to design and set tasks</p>	<p>4</p>	<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 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</p>

<p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>				<p>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 the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>Trust heads talking frequently to share materials and effective practice</p> <p>Schools in Trust have shared training materials for programmes being used</p> <p>As above for in school training and support</p>	<p>Potential for sharing of actual lesson resources across the Trust needs further investigation</p>	<p>3</p>	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into 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.

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>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>Guidance on website and shared via Arbour</p> <p>Expectations reiterated frequently and feedback given to relevant pupils and parents when these are not being met</p>		5	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>Live lessons provide sense of community</p>	<p>Need to re-establish bi-weekly whole school assemblies</p>	3	

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>Shared with all stake holders and available on the website. Updated frequently in line with LA updates and government guidance</p> <p>CPOMs used to share 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>Training provided during INSET and taught to all year groups with Aut 1 Computing</p> <p>One teacher attending NCETM training on this and will disseminate via email</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</p>	<p>ELSA phone calls</p> <p>FISO parenting phone calls</p>	<p>Need to re-establish whole school assemblies</p>	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>	<p>Daily catch up with class teacher at start and end of each day</p> <p>Well-being included as a focus with daily PE tasks e.g. Yoga</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>CPOMs allies with this, as does Arbour</p>		5	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Outlined by teachers daily – if not adhered to, warning given and then parents contacted. Further disruptive behaviour may lead to children being temporarily removed from the group chat – can still receive support from teacher via email</p>	<p>Need to publish these on the website</p>	4	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

