

Review of remote education provision

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

Purpose of the framework

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 |
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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. |

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

| Approach | Strengths | Gaps | Score (1-5) | Potential actions and resources if score is 1 or 2 |
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| <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"> • SW identified as lead • Blended Learning appendix added to T&L policy • Curriculum resources sharepoint populated • Plans include all areas of the curriculum • All staff able to use Teams • Mixture of synchronous (live lessons) and asynchronous education to accommodate a variety of families' circumstances • Teachers developing expertise in using a variety of online resources | <p>Bandwidth and hardware problems are proving a limiting factor in what can be delivered</p> | <p>4</p> | <ul style="list-style-type: none"> • Increase bandwidth: Open Reach / SWComms • Replace old PCs: 65 new PCs being built and put into service |
| <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"> • Weekly emails to communicate scaling up of delivery in Jan 2021 • All year groups now able to access and use Teams • Website has dedicated Covid information page • Parents@email system constantly monitored | | <p>5</p> | |

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| <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 sickness and absence data) to help the school respond to changing contexts | <ul style="list-style-type: none"> • Joint union questionnaire to be sent to members • Discussions with SLT and union reps • SLT-CAL line management meetings • Working from home request system in place • Staff and pupils absence/attendance systems in place • Class Charts used for attendance/engagement recording/monitoring during all remote lessons. • SIMS is used to record attendance of VKW pupils attending school. | <p>Staff workload changed resulting in shorter but more intense days:</p> <p>Reduction in marking but more planning and preparation needed for remote education.</p> <p>Monitoring of pupil engagement with remote provision not yet consistent but improving</p> <p>Use of SIMS to record attendance of VKW pupils is not consistent</p> | <p>3</p> | <p>KST to reflect on how best to monitor pupil engagement</p> <p>CALs to share best practice in minimising additional workload, e.g. self-marking quizzes, use of MS Forms etc.</p> <p>Need to encourage teachers to consider how to judge 'engagement with learning' each lesson</p> <p>Revise system for recording attendance of VKW pupils on SIMS</p> |
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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.

| Approach | Strengths | Gaps | Score (1-5) | Potential actions and resources if score is 1 or 2 |
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| <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"> • phone call to disadvantaged families used to establish access to internet and availability of laptops • 75 laptops loaned • Daily communications with home if pupils not engaging with learning using Group Call via text/email system • phone calls from tutors in first lockdown • daily tutor sessions via Teams • attendance / engagement monitored via Class Charts during each lesson • EWO making home visits to assist with ensuring pupils can access remote education | <ul style="list-style-type: none"> • can we be sure all pupils have an appropriate environment to work in? surveys and ongoing communications with tutors, KST and PP team • are one to one conversations taking place about how pupils are managing their learning? Systems are now in place • are we monitoring pupil engagement with learning that isn't on Teams? | <p>3</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> |

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| <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"> • 75 laptops loaned • 27 Vulnerable pupils in school • PP and others who we consider vulnerable being contacted regularly • 1:1 support provided in school for some pupils and parents to help them with using technology and engage in remote learning | <ul style="list-style-type: none"> • Are all pupils classed as vulnerable because they are not able to learn from home, in school? | <p>3</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> |
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| <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"> • TAs and HLTS being used to support <i>in class</i> learning using break out rooms in Teams • 1:1 Remote support being provided for EHCP students • Many SEND pupils attending on site provision and receiving differentiated resources and TA support with learning/wellbeing either in KS bubbles or Curriculum Support Nurture group • Interventions in place remotely such as live phonics lessons and 1:1 maths support using Power of 2 supporting those students with significant Literacy and Numeracy difficulties. | <ul style="list-style-type: none"> • Are all SEND pupils engaging with education? YES – EHCP pupils 'K' codes? | <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>The guidance for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children.</p> |
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| <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"> • Teachers using Class Charts to record lesson engagement within each lesson throughout the day • Daily text/email alert to parents for non-engagement in am sessions. • Attendance of VKW children monitored closely | <ul style="list-style-type: none"> • Is there a system in place for monitoring pupil engagement: weekly, daily? | <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"> • Advice and guidance provided on individual basis • Use of assistive technologies such a Live Captions and Screen Filters being used by SEND pupils | | <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.

| Approach | Strengths | Gaps | Score (1-5) | Potential actions and resources if score is 1 or 2 |
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| <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 stages 3 and 4: 5 hours a day | <ul style="list-style-type: none"> Pupils set work according to their timetable | <ul style="list-style-type: none"> Do CALs monitor work set for each class? | 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>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> | <ul style="list-style-type: none"> The curriculum is well planned and sequenced; some adjustments have been made to what is delivered remotely in some areas, e.g. RSHE. Curriculum provision is consistent for all pupils, other than where disapplication has taken place for SEND issues or to facilitate catch up | <ul style="list-style-type: none"> How are pupils who have had a reduced curriculum being supported in terms of 5 hours provision each day? What is the provision for VP students? | 3 | <p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> |

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| <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> | <ul style="list-style-type: none"> Curriculum delivery model consists of a mix of synchronous and asynchronous education. Live lessons are delivered via Teams, other materials accessed via ClassCharts / curriculum resources can be completed during the scheduled lesson slot or at another time. Teachers are available <i>live</i> during lessons to provide feedback / resolve problems ClassCharts is proving an effective platform for setting work, providing rewards and feedback. | <ul style="list-style-type: none"> Would it be beneficial to explore the systems in ClassCharts for uploading work.? There is some inconsistency here! | <p>4</p> | |
| <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"> Low stakes quizzes are being quite widely used to gauge pupil engagement and understanding ClassCharts praise is being used to provide praise for engagement and, in some cases, feedback to pupils Use of email, ClassCharts and Teams for feedback | <ul style="list-style-type: none"> There is considerable inconsistency in how progress is being checked and how feedback is being provided to pupils | <p>3</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> |

Capacity and capability

Schools support staff to deliver high-quality remote education.

| Approach | Strengths | Gaps | Score (1-5) | Potential actions and resources if score is 1 or 2 |
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| <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"> • SLT aware of requirement to have contingency plan in place in preparation for pupils self-isolating or school closure • Curriculum Teams have populated curriculum resources with remote learning material • T&L policy updated with Appendix on Blended Learning • Guide for parents on website | <ul style="list-style-type: none"> • Are ideas, use of new platforms shared between curriculum areas? <p>5s meeting</p> <p>CALs meeting</p> <p>Top-tips training</p> | <p>4</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> |
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| <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>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"> • Training provided for use of ClassCharts, expertise being developed, e.g. uploading work and providing feedback. • Staff trained on using MS Teams and expertise being developed, e.g. breakout rooms. • Provision of additional INSET day 4/1/21 • Use of Teams assignments, MS Forms and Google forms • WordWall, well developed in some areas – this expertise is being shared | <p>Are mechanisms in place to share best practice across curriculum areas? 5s meeting</p> <p>CALs meeting</p> <p>Top-tips training</p> <ul style="list-style-type: none"> • Are QA systems established to ensure consistency within/between departments? | <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</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> | <ul style="list-style-type: none"> • As chair of CASH TY engages in regular discussion with other heads • CALs participate in HOD meetings organised by CASH • SLT participate in ASCL webinars on remote education and other topics • SIG members involved in BettFest | <ul style="list-style-type: none"> • Opportunities to formally collaborate with other schools are limited – would there be value in establishing new networks or rejuvenating older ones? | <p>3</p> | <ul style="list-style-type: none"> • There are several school-to-school support networks which you can make use of, including: • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs |

Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

| Approach | Strengths | Gaps | Score (1-5) | Potential actions and resources if score is 1 or 2 |
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| <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"> • Webpage established containing information relating to school closure in National Lockdown • Guide for parents published: https://www.wadebridge.cornwall.sch.uk/assets/file/Wadebridge%20School%20remote%20education.pdf • Appendix on Blended Learning added to T&L policy: https://www.wadebridge.cornwall.sch.uk/assets/file/TL%20Policy%202020.pdf • Pupils following normal timetable • Weekly emails / announcements to parents relating to provision and updates | <ul style="list-style-type: none"> • Are all households aware of expectations? | 4 | |
| <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> | <ul style="list-style-type: none"> • We are moving to a model of blended learning with a mix of synchronous and asynchronous education allows pupils to connect with classmates and also complete tasks independently | <ul style="list-style-type: none"> • Are all pupils engaging? | 4 | |

Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

| Approach | Strengths | Gaps | Score (1-5) | Potential actions and resources if score is 1 or 2 |
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| <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"> All staff receive annual safeguarding training (Hays) Addendum to Child Protection and Safeguarding Policy in place Addendum to Behaviour Policy in place | <ul style="list-style-type: none"> Is addendum published on website? | 4 | <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"> All staff receive annual safeguarding training (Hays) Digital citizenship programme established with information on website <p>https://www.wadebridge.cornwall.sch.uk/students/digital-safety</p> | <ul style="list-style-type: none"> Have specific protocols been established for live Teams lessons? <p>See behaviour policy addendum</p> <p>Is addendum published on website?</p> | 4 | <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 |

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| <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> | <ul style="list-style-type: none"> • All staff receive annual safeguarding training (Hays) • >50 staff have participated in 2-day MHFA training • 3 colleagues through 10-day TIS training, 2 more have embarked on this. • Teachers and TA team engaging with Creative Education and other online CPD • Daily tutor time sessions on Teams • PP team calling home • CS & Student support team in contact with vulnerable pupils • EWO in contact with a number of families. Assisting with food parcels and free school meals. Signposting with foodbank as necessary. | <ul style="list-style-type: none"> • Are we confident that all pupils who are not engaging with school / education receiving regular contact? | <p>4</p> | <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> | <ul style="list-style-type: none"> • Systems are secure and compliant with GDPR | | <p>4</p> | <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 |

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| <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">• Robust behaviour management systems in place• Addendum to Behaviour Policy in place• Protocols being developed to manage online environment, e.g. use of chat function in Teams | <ul style="list-style-type: none">• Is policy shared with pupils and parents? | <p>4</p> | <p>GOV.UK provides guidance on behaviour expectations in schools.</p> |
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