

# **Review of remote education provision**

**January 2021**

# 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><b>Remote education plan</b></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"> <li>- The 2 Assistant Heads for Teaching and Learning and responsibility for ensuring that the remote education meets expectations.</li> <li>- Internal remote tracker is used to ensure all staff are adhering to these expectations and following curriculum plans.</li> <li>- Line management meetings ensure that Heads of Department are following the 5 year spiral curriculum plans. Therefore, students are receiving the education that they would be receiving if they were in school.</li> <li>- Formative and summative assessment cycles are still being followed and this has been clearly communicated to staff.</li> <li>- High quality of teaching and learning is still</li> </ul>	<ul style="list-style-type: none"> <li>- Catch up for those students not engaging with online learning and missing significant content / Year 11 Assessments</li> </ul>	5	<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <u>short videos</u> developed by schools and colleges, and <u>guidance</u> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <u>school-led webinars</u> to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to <u>Cyber security in schools: questions for governors and trustees</u>.</p> <p>Read the guidance on <u>actions for schools during the coronavirus</u></p>

	<p>assessed through 'drop-ins' by HoD and SLT to virtual lessons to ensure expectations met and this is recorded in an internal tracker.</p> <ul style="list-style-type: none"> <li>- Vulnerable and children with an EHCP are invited into the school's HUB where they follow the same curriculum with the support of Teaching Assistants.</li> <li>- Vulnerable and children with significant SEN, who are not attending The School Hub are contacted by phone on a weekly or daily basis and encouraged to log onto Google classrooms. If there are problems with internet or hardware, this is investigated and a solution found.</li> <li>- Document produced by Assistant Head, worked with teachers who are 'experts' in their field has been collated and shared with staff to ensure high levels of teaching and learning.</li> </ul>		<p><u>outbreak</u> and refer to <u>Oak National Academy</u> for help to deliver a planned curriculum for all.</p>
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	<ul style="list-style-type: none"><li>- Google Classroom team deal with any issues surrounding log-ins or students who are unable to access their live lessons.</li><li>- Engagement has increased from 75% attendance to 88% in one week (of students attending at least some live lessons).</li><li>- Teachers also upload classwork to Google Classroom for students who do not join the lesson: all students have access to the same curriculum.</li><li>- Weekly form tutors calls that recorded and communications with school to support and remove any barriers to remote learning.</li><li>- Produced and using an engagement tracker to address passivity in students in online teaching. This is produced on a departmental basis and allows a tracker for all subjects, from a year group and class focus.</li></ul>			
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<p><b>Communication</b></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"> <li>- Communication for remote education has been actioned on social media, the website and through numerous letters sent home to parents.</li> <li>- This has been embedded through texts and emails to parents.</li> <li>- Staff have received regular communication from the head teacher with updates on the provision.</li> <li>- Teaching and Learning team have produced document from Gov.UK about information on remote education which is published on the school's website.</li> <li>- The governing body are informed of the remote learning arrangements via termly meetings and written reports.</li> <li>- HT is in regular telephone contact with Chair of governors and plans are shared via email if circumstances change</li> </ul>		4	<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 <u>publish information about their remote education provision on their websites</u> for parents.</p> <p>The Education Endowment Foundation has provided a <u>guide for schools</u> on how to communicate with parents during coronavirus (COVID-19).</p>
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	<p>outside of the meeting cycle.</p> <ul style="list-style-type: none"> <li>- A voluntary organisation led by the chair of Governors collaborated with HHA delivery a virtual summer school, which provide further engagement opportunity of the Governing body with our remote learning provision.</li> <li>- Weekly monitoring phone calls delivered by form tutors allowing us to deal with issues.</li> <li>- Student council providing student feedback on online learning and an additional communication channel.</li> <li>- Online surveys to be produced to provide another communication channel.</li> <li>- Email communication when students do or not access remote learning lessons is sent to parents after the lesson.</li> </ul> <p>Information about</p>			
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	attendance to lessons is shared with HOY who inform and share with tutors.			
<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance is regularly monitored through a two-fold system.</li> <li>- Arbor is used to take registers for each lesson and a merit/de-merit system is issued so parents are aware of when their child is attending lessons.</li> <li>- Remote tracker is used internally to monitor average attendance of classes. Both of these are recorded daily.</li> <li>- SLT in discussion about to manage staffing changes or those who are ill to ensure consistent approach across the school.</li> <li>- Assistant Head has daily information on staff absences and tracks this data.</li> <li>- Teaching and Learning calendar altered to ensure work load is mitigated.</li> </ul>	<ul style="list-style-type: none"> <li>- Address the staffing changes consistently when teachers are off long-term.</li> </ul>	4	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <u>recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u></li> <li>• <u>actions for schools during the coronavirus outbreak</u></li> <li>• <u>remote education good practice</u></li> </ul>



	<ul style="list-style-type: none"><li>- Using online surveys to monitor and evaluate impact on various stakeholders.</li><li>- Staff use the chat and hand up function as well as work submission and questioning to assess engagement.</li></ul>			
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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><b>Home environment</b></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"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Updated ‘how to access’ home learning via Google Classroom video tutorials are on the website and communicated with home.</b></li> <li>- <b>Use of virtual assemblies by Heads of Year in order to help students self-regulate how they learn from home.</b></li> <li>- <b>Weekly tutorial session with tutors to remind students of how to self-regulate during remote learning.</b></li> <li>- <b>A range of information linked to social media and staying safe online is shared with students in assemblies and emailed to parents as parents guide to snap chat, tik tok etc.</b></li> <li>- <b>Communication with new school day, with more manageable lesson times (that are easier to follow)</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Ensuring we keep students focused on their meta cognition in these times – through the delivery of lessons, something that can be addressed by the T+L team.</b></li> </ul>	<p>4</p>	<p>The EdTech Demonstrator Programme’s <u>remote education roadmap</u> 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 <u>get help with technology during coronavirus (COVID-19)</u> guidance for support on providing pupils with <u>laptops, tablets</u> and <u>internet</u>.</p> <p>The Education Endowment Foundation provides a <u>metacognition and self-regulation toolkit</u> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

	<p><b>has been given to students and staff.</b></p> <ul style="list-style-type: none"> <li>- <b>See below for access to hard ware and internet.</b></li> <li>- <b>Encouraged 5 minute breaks between lessons.</b></li> <li>- <b>Year 11 assessments completed in lesson to avoid additional pressure.</b></li> </ul>			
<p><b>Laptops, tablets and internet access</b></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"> <li>- <b>Over 150 chrome books have been issued to students who do not have the hardware to be able to access home learning.</b></li> <li>- <b>6 dongles given to families with no internet and more have been ordered for students with no internet.</b></li> <li>- <b>Vodafone SIM cards have been accessed by the school.</b></li> <li>- <b>Hub provision has been implemented and all students are able to follow their usual curriculum and not miss out on any education.</b></li> <li>- <b>Form tutors in their weekly calls</b></li> </ul>	-	5	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <u>how to set up a virtual classroom</u> and how to <u>embed technology into teaching practice.</u></p> <p>Where pupils might lack digital access, schools should refer to the <u>get help with technology during coronavirus (COVID-19)</u> guidance for support on providing pupils with <u>laptops, tablets</u> and <u>internet.</u></p>

	<b>communicate any issues with staff to enable provision.</b>			
<p><b>Supporting children with additional needs</b></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"> <li>- <b>SEN team and pastoral team have ensured calls home are made every day to all students, including our SEN and disadvantaged.</b></li> <li>- <b>All calls are logged and followed up through SLT.</b></li> <li>- <b>Any problems found with either internet or hardware are investigated and sorted out. Those that are eligible are invited into the school Hub.</b></li> <li>- <b>All counselling and mentoring interventions are continuing on line through a secure platform with parents knowledge and agreement.</b></li> <li>- <b>Roll out of online mentoring through Google Meets with a trial group to see potential of this on a wider level.</b></li> <li>- <b>LABs and safeguarding meetings continuing</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Guide for parents on how to support remote education could be written up, though there are tutorial videos on the website.</b></li> </ul>	4	<p>The EdTech Demonstrator Programme has made <u>a range of SEND resources</u> available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on <u>actions for schools during the coronavirus outbreak</u> 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><b>virtually and teams in contact with vulnerable students.</b></p> <ul style="list-style-type: none"> <li>- <b>Form tutors calls continue weekly to ensure any issues are addressed and referred.</b></li> </ul>			
<p><b>Monitoring engagement</b></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"> <li>- <b>Internal remote tracker is used for each class and any issues are followed up by relevant members of SLT.</b></li> <li>- <b>Email is linked to the behaviour point and is sent home after the lesson to inform parents of any students not joining remote lessons.</b></li> <li>- <b>New behaviour point set up to monitor work not being submitted.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Engagement audit in the process of being created and piloted.</b></li> <li>- <b>HoDs monitor percentage of work completed.</b></li> </ul>	4	<p>Advice on how schools should monitor engagement is highlighted in the <u>remote education expectations guidance</u>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <u>sharing advice and top tips on ways to monitor and evaluate progress</u>.</p>
<p><b>Pupil digital skills and literacy</b></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"> <li>- <b>E-books proposal and working with Enfield Libraries to ensure literacy for all is being followed has been created.</b></li> <li>- <b>Literacy and library lessons take place on the Google Classroom setting – links to Accelerated Reader are</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Report to be run on the engagement with Accelerated Reader in KS3.</b></li> </ul>	4	<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>

	<p><b>made available so students are still able to access.</b></p> <ul style="list-style-type: none"> <li>- <b>Due for dissemination W/C 18/1/2021.</b></li> <li>- <b>Assemblies reminding students about staying safe online.</b></li> </ul>			
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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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Minimum provision</b></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"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Students received 5 hours of teaching and learning a day through live lessons.</b></li> <li>- <b>Where a teacher is ill, students will either be invited into a parallel classroom to join in or work will be set for students to complete in that hour period.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Cover work plan to be consistent across the school.</b></li> </ul>	<p><b>4</b></p>	<p>Remote education expectations are highlighted in <u>actions for schools during the coronavirus outbreak</u>.</p> <p>GOV.UK has brought together <u>school-led webinars</u> to share best practice in setting up remote education.</p>
<p><b>Curriculum planning</b></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"> <li>- <b>5 year curriculum plan is being followed, with formative assessments still taking place.</b></li> <li>- <b>Parents informed via email and de-merit if students do not submit work that is needed for assessment.</b></li> </ul>		<p><b>5</b></p>	<p>GOV.UK provides resources on remote education <u>good practice</u> and <u>how to adapt teaching practice</u> for remote education.</p> <p>The Education Endowment Foundation provides <u>a support guide for schools</u> designed to help teachers and school leaders</p>



similar but adapted or one that is completely different.			support their pupils during remote education.
<p><b>Curriculum delivery</b></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"> <li>- <b>Remote tracker ensures shows that students are receiving live lessons every period.</b></li> <li>- <b>This ranges from 55 minutes of delivery from a teacher to a 30 minute teacher to allow time for independent task.</b></li> <li>- <b>The google meet live stream is left open for the time allotted, as per the school's home learning expectations document, so any misconceptions can be addressed.</b></li> <li>- <b>Certain students with SEN who may struggle to access the digital platform have been given bespoke work packs to work through by their teachers, arranged by the SEN team or HoY.</b></li> <li>- <b>Report of engagement from students with EHCP and LAC sent daily to SENDCO. Teaching</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>To ensure that SEN students are consistently engaging with the remote learning.</b></li> <li>- <b>To ensure students not accessing are not being left behind</b></li> </ul>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <u>accessing and buying resources for remote education</u></li> <li>• resources on remote education <u>good practice</u></li> <li>• guidance on <u>how to access and set up online digital platforms to support delivery</u></li> <li>• <u>Oak National Academy</u> provides resources and guidance on how to map resources to a school's existing curriculum.</li> </ul> <p><u>RNIB Bookshare</u>, 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>

	<b>Assistants then phone up to enquire as to difficulties. These are then addressed.</b>			
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<p><b>Assessment and feedback</b></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"> <li>- <b>Feedback is given daily, verbally.</b></li> <li>- <b>Use of Google Jam, Google Forms and quizzes to assess learning, as seen in the remote tracker.</b></li> <li>- <b>Use of ‘best practise’ document to allow staff to find which way of feedback suits their learners best.</b></li> <li>- <b>Whole class feedback documents are used in departments where appropriate.</b></li> <li>- <b>Students will receive bespoke feedback through WWW and EBI as per the school’s policy and formative assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Experimenting with ways of giving audio feedback to tasks to provide more detail but less work for the teacher.</b></li> <li>- <b>Small group intervention after school?</b></li> </ul>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <u>remote education good practice</u> guidance</li> <li>• <u>assessments and exams</u></li> </ul> <p>The EdTech Demonstrator Programme provides <u>online training videos</u> 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

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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><b>Effective practice</b></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"> <li>- <b>Working from home expectations given to staff to ensure consistency.</b></li> <li>- <b>Teaching and Learning INSET given to staff in September to ensure all staff know how to use the Google Classroom effectively. Sessions also included safeguarding.</b></li> <li>- <b>Expectations sent round to those teachers and TAs working in the hub.</b></li> <li>- <b>Monitoring of lessons by those teachers in the hub to see what practice is going on.</b></li> <li>- <b>Good practise is shared through newsletters and did you know butterflies and emails for staff.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Ensure staff are contributing to the 'best practise' document to now develop our teaching and learning practises collaboratively.</b></li> </ul>	4	<p>The Education Endowment Foundation provides a <u>support guide for schools</u> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <u>good practice guide</u> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <u>how to use online platforms and resources</u>, including for children with SEND.</p>
<p><b>Staff capability</b></p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms,</p>	<ul style="list-style-type: none"> <li>- <b>Middle leaders meetings addressed the issue of staff access and any issues have been followed up.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Teaching and learning team to remind staff of online CPD events and will send out</b></li> </ul>	4	<p>The <u>EdTech Demonstrator Programme</u> provides advice, guidance and practical support for teachers on how to deliver good remote education. This</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"> <li>- <b>NQT training supported teachers and PGCEs on what is working well and tips to help each other.</b></li> <li>- <b>Iterative progress on teaching practice remotely is demonstrated through the ‘best practise’ document.</b></li> <li>- <b>CPD encouraged via online webinars.</b></li> <li>- <b>Good practise is shared through newsletters and did you know butterflies and emails for staff.</b></li> <li>-</li> </ul>	<p><b>form virtually and audit the uptake.</b></p>		<p>includes guidance on <u>how to use online platforms and resources</u>, including for children with SEND.</p> <p><u>RNIB Bookshare</u>, which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with <u>dyslexia or visual impairment</u>.</p> <p><u>pdnet</u> provides free <u>training events</u> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p><b>Strategic partnerships</b></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"> <li>- <b>Part of the Enfield group of ‘digital transformation’ to help support and learn from other schools.</b></li> <li>- <b>Nexus partnership providing staff training.</b></li> <li>- <b>Brilliant Club continuing to offer additional</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Maths Hubs and English hubs to be looked into?</b></li> </ul>	3	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> <li>• The <u>EdTech Demonstrator Programme for advice and guidance on remote education</u>, including how to</li> </ul>

<p>the <u>EdTech Demonstrator Programme</u> and curriculum hubs.</p>	<p><b>provision to Year 8 and 10 students online</b></p>			<p>embed technology into teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none"> <li>• <u>Maths hubs</u> to improve maths education</li> <li>• <u>English hubs</u> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <u>Computing hubs</u> to improve the teaching of computing and increase participation in computer science</li> </ul>
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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><b>Realistic expectations of pupils, parents and carers</b></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"> <li>- <b>Video tutorials are available on the website.</b></li> <li>- <b>Remote education document published on the school website.</b></li> <li>- <b>Clear communication to students explaining they follow their normal time table – 5 hours a day – this has been met.</b></li> <li>- <b>Mini-tutorials are uploaded by staff. Students expectations for number of lessons and timetable is shared via assemblies by HOY and in tutorial sessions by tutors.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop the parental support of remote education.</b></li> </ul>	4	<p>Remote education expectations are highlighted in the <u>actions for schools during the coronavirus outbreak</u></p> <p>GOV.UK has brought together <u>school-led webinars</u> to share best practice in setting up remote education.</p> <p>The <u>school workload reduction toolkit</u> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <u>guide for schools</u> on how to communicate with parents during coronavirus (COVID-19).</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive</p>	<ul style="list-style-type: none"> <li>- <b>School virtual council has been set up.</b></li> <li>- <b>Brilliant Club has been set up virtually so students involved still</b></li> </ul>		4	

<p>lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p><b>are able to access their extra curricular work.</b></p> <ul style="list-style-type: none"> <li>- <b>All lessons are interactive and students can engage via the chat function or through microphones.</b></li> <li>- <b>Vulnerable students and EHCP students invited into the Hub so still maintain a sense of community and belonging.</b></li> <li>- <b>Counselling and mentoring sessions have been maintained and now take place on-line.</b></li> <li>- <b>Live stream of PE lessons for all staff and students to maintain community feel.</b></li> <li>- <b>Additional activities still taking place e.g. Holocaust Survivor Talk via Zoom</b></li> <li>- <b>School council looking to put in place well being initiatives for students.</b></li> <li>- <b>Mentoring to take place via Google Classroom.</b></li> <li>- <b>Option Evening took place remotely over this</b></li> </ul>			
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	<b>year with 900 website views and 123 attendees on Zoom.</b>			
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## Safeguarding and wellbeing

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

### Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Ensuring safety</b></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"> <li>- <b>Risk assessment documentation is in place and shared.</b></li> <li>- <b>Safeguarding procedures reiterated to all staff and how to report.</b></li> <li>- <b>Safeguarding training on remote education was specifically given in September.</b></li> <li>- <b>Microsoft Office meetings take place with key personnel remotely as they did when in school.</b></li> </ul>		<b>5</b>	<p>GOV.UK provides guidance on <u>safeguarding and remote education during coronavirus (COVID-19)</u>.</p> <p>Schools should also refer to statutory guidance for schools and colleges on <u>safeguarding children</u>.</p>
<p><b>Online safety</b></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"> <li>- <b>INSET given on exactly this issue.</b></li> <li>- <b>Teachers all follow the same protocol for online learning. E.g not forcing camera to be on due to potential safeguarding issues.</b></li> <li>- <b>Communication regarding this is given in weekly briefings.</b></li> </ul>		<b>5</b>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <u>safeguarding and remote education during coronavirus (COVID-19)</u></li> <li>• <u>teaching online safety in schools</u></li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Students and parents reminded about how to stay safe online.</b></li> </ul>			
<p><b>Wellbeing</b></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"> <li>- <b>Assistant head for well being has focused on ensuring staff well being is looked at and addressed – regular positivity sharing.</b></li> <li>- <b>Weekly positive newsletter sent out.</b></li> <li>- <b>Assemblies produced which address students well being.</b></li> <li>- <b>Pastoral daily phone calls made by form tutor, teaching assistants and year teams.</b></li> <li>- <b>Well being has been talked about in tutorial time, HOY have produced ppt for use to provide support and structure.</b></li> <li>- <b>Weekly phone calls in place and ongoing by tutors.</b></li> <li>- <b>Follow up actions etc. by staff if any concerns are noted.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Look into one-to-one catch ups with students. HoY do ring these students to speak to them directly though.</b></li> </ul>	5	<p>GOV.UK provides advice on supporting pupil <u>wellbeing during remote education</u>.</p>

<p><b>Data management</b></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"> <li>- <b>This is all in place via our Data Manager and central GDPR team.</b></li> </ul>		5	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>• with <u>data protection activity</u>, including compliance with GDPR</li> <li>• to be <u>cyber secure</u></li> </ul>
<p><b>Behaviour and attitude</b></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"> <li>- <b>Use of Arbor to record behaviour issues is constantly evolving.</b></li> <li>- <b>For example, new ‘demerits’ are added where students are not following remote education guidelines.</b></li> <li>- <b>Staff asked for feedback on online behaviour and any concerns they may have. Action taken by staff if someone has behaved poorly and is recorded on Arbor, with an email and conversation with parents.</b></li> <li>- <b>Staff reminded off ways to make sure behaviour is good, engagement in lesson and using chat facility and to turn this off when presenting etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Look into if positive merits are given for good engagement, like we would do in usual setting.</b></li> </ul>	4	<p>GOV.UK provides guidance on <u>behaviour expectations</u> in schools.</p>







Department  
for Education

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