Department for Education

Review your remote education provision

Schools

January 2021

Contents

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

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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
Remote education plan 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. 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.	Provision regularly monitored by SMT and Early Years videos all watched before upload. Good coverage of core subjects Consistent across year groups Mirrors what would have been taught in school and makes use of online resources available, e.g. White Rose Strong Nursery provision, offering challenge Curriculum meetings & technical guidance videos published to provide guidance for parents Day structured for parents and provision has been planned to meet their preferences Technical support staff infrastructure in place Platforms used familiar to parents and comply with GDPR regulations Support infrastructure in place for SEND support- SLT & therapists	Ensure planning for the half term shows full coverage of foundation subjects Ensure there is a consistent approach to marking & feeding back for children who have paper copies Engagement document to reflect who is getting paper copies home	5	To help develop your remote education plan: 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. GOV.UK has brought together school-led webinars to share best practice in setting up remote education. For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees. Read the guidance on actions for schools during the coronavirus

	Personalised / differentiated provision in place where appropriate Prompt and accurate feedback to parents on work on Education City, Email, Instagram, Purple Mash and Bug Club			outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.
Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	SMT had a plan in place before Lockdown which was communicated to SLT and staff and parents before through the various communication channels Plans for Lockdown One, partial opening, return to school and Lockdown Two discussed with Governing Body and at Full Governing Body meetings Communication systems continued from last lockdown, meaning that 100% of parents now connected either through website, bug club, email, phone calls, purple mash, Education City Parentmail ; school surveyed parents as to preferences and acted on responses, reviewed and streamlined processes		5	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. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).

	Meetings taken place remotely- consultations, IEPs Plan in place for contacts home, training for staff on safeguarding and best practice to overcome any GDPR issues. SMT, SLT and Team WhatsApp groups set up Weekly Team meetings for each team throughout Lockdown 1 and 2			
Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: • 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	Staffing for bubbles- smaller bubbles that are staffed by support team allows teachers to plan, prepare and assess remotely. Staff videos shared across year groups and uploaded daily onto the website Regular reminders also uploaded onto Instagram	Monitor percentages of engagement week on week Monitor engagement on Bug club, Purple Mash and Education City. Regular phone calls home by all members of the class team allow for updates on progress and a means of engaging how else to support the child	5	GOV.UK provides the following guidance: • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • actions for schools during the coronavirus outbreak • remote education good practice

absence data) to help the school respond to changing contexts	Pre-recorded videos helps to manage workload and allows for a considered and detailed planning sequence of lessons for each child. SLT monitoring of provision and feedback SIMs system to capture information, staff have remote access to this			

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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Home environment 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. The school supports pupils on how to self-regulate during remote education, including: - understanding their strengths and weaknesses to improve their learning - how to learn from home - how to manage their time during periods of isolation	School has made contact with families where engagement is low to explore barriers and solutions, e.g. paper copies, being in school, other strategies to support wellbeing and learning Planning follows a routine and has been considered to be as inclusive as possible Careful consideration has been given to presentation of resources to be accessible on any device Consideration has been given to how to scale up / scale down workload Where children are engaging with learning via zoom lessons, code of conduct and terms of engagement have been shared and explained to children and		5	The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment. 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. 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.

	families to ensure the best levels of engagement			
Laptops, tablets and internet access 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.	All staff in school have made contact with families and where engagement is low to explore barriers and solutions, e.g. paper copies, being in school, other support strategies to promote wellbeing Where digital technology provides a barrier alternative options and support is explored and made available	As an infant school, lack of access to DfE offer of free laptops / tech for schools	5	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. 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.
Supporting children with additional needs Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right	Support infrastructure in place for SEND support- SLT & therapists Personalised / differentiated provision in place where appropriate	Continue to explore ways of delivering existing interventions, e.g. NELI to those children that are in school / at home Support staff contacting their focus children at	5	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.

structures and provision in place to help remote education. 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.	Risk assessments carried out for children learning at home / at school Meetings taken place remotely- consultations, IEPs	home and reporting to the teacher. This is then fed back to Team leaders in weekly meetings.		The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children. Oak National Academy provides resources for teachers to support children with additional needs.
Monitoring engagement 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.	Engagement is monitored and feedback given daily through Education City, Bug Club and Purple Mash Robust systems in place for contacting parents where engagement is a concern and exploring barriers and solutions Workload shared between class staff		5	Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance. EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.
Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education,	Technical support videos for parents to support their children in using technology		5	Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance

including assistive technologies for pupils with SEND.	School office is open for parents to call and raise any technical questions. Instagram is also a platform to support parents with this

Table continued: first column "including assistive technologies for pupils with SEND.", second column "School office is open for parents to call and raise any technical questions. Instagram is also a platform to support parents with this", then empty columns, and final column "to pupils on how to use the technology."

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
Minimum provision 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: • 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	Remote learning offer on website setting out suggested timetable for guidance, signposted to parents via website and Instagram		5	Remote education expectations are highlighted in actions for schools during the coronavirus outbreak. GOV.UK has brought together school-led webinars to share best practice in setting up remote education.
Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is	Mirrors what would have been taught in school and makes use of online resources available, e.g. White Rose, Oak National, Children's Mental Health and Wellbeing week and Safer Internet Day Ensure planning for the half term shows full coverage of foundation subjects		5	GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education. The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders

similar but adapted or one that is completely different.	Strong Nursery provision, offering challenge Curriculum meetings & technical guidance videos published to provide guidance for parents			support their pupils during remote education.
Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned, resources. Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	Mirrors what would have been taught in school and makes use of online resources available, e.g. White Rose Daily videos via website. Extra activities from providers in school signposted on instagram, e.g. From national resources, e.g. Oak Academy, Bitesize Use made of online subscriptions, e.g. Bug Club, Education city, Purple Mash, Activemusic		5	GOV.UK provides: • 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. 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.

Assessment and feedback	Daily feedback on tasks completed through online learning platforms		5	GOV.UK provides guidance on: • assessing pupil progress and providing feedback in the [remote education good practice](#) guidance • [assessments and exams](#) The EdTech Demonstrator Programme provides [online training videos](#) for schools on effective assessment and feedback.
The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	Sharing of anonymised good work on teacher led learning videos Continuing activities such as handwriting tutorials showing cursive			

Capacity and capability

Schools support staff to deliver high-quality remote education.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Effective practice 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.	SLT monitors provision and guidance and communicates this to staff Daily quality assurance for learning content being uploaded in EYFS		5	The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. GOV.UK provides a good practice guide to support schools in their delivery of remote education. The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.
Staff capability 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.	Staff able to access SMARTboard resources for recording on devices Regular training on expectations and sharing good practice, staff		5	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

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. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.	able to access each other's classrooms Staff infrastructure in place for technical support			online platforms and resources, including for children with SEND. RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.
Strategic partnerships 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	Part of Infant Heads / Local Cluster/Primary Forum to share good practice Part of maths hub		5	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

the [EdTech Demonstrator Programme](#) and curriculum hubs.				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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Realistic expectations of pupils, parents and carers 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. 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).	Remote learning offer on website setting out suggested timetable for guidance, signposted to parents via Instagram, website and fortnightly home learning programmes Timetable includes time for story and daily reading, etc		5	Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak GOV.UK has brought together school-led webinars to share best practice in setting up remote education. The school workload reduction toolkit provides example communication policies and email protocols. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).
School community events Pupils are given regular opportunities to attend and participate in shared, interactive	Whole school events supporting Children's Mental Health and Wellbeing week, Safer Internet Day, London Zoo storytelling, Wellbeing app from NHS		5	

lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.			

Safeguarding and wellbeing

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

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Ensuring safety 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.	Risk assessments for EHCP children at home / in school In regular contact with social workers for vulnerable children COVID addendums / policies for safeguarding and behaviour policies All platforms used GDPR compliant DSL, First Aid & Paediatric First Aider on site at all times Staff are proactive in escalating concerns re: engagement, safeguarding		5	GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19). Schools should also refer to statutory guidance for schools and colleges on safeguarding children.
Online safety	Staff given guidance on where / how to film pre-recorded videos, etc.		5	GOV.UK provides guidance on:

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.	E-safety part of Autumn term curriculum and Safer internet day 9th February Communication to parents is GDPR compliant Zoom lessons completed only when protocols policy has been understood and signed. Whole school event planned annually for Safer Internet day- will now take place via remote learning			• safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools
Wellbeing Leaders**,** teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	System of checking engagement and making phone calls home is in place EHAP, CiN & CP meetings continuing virtually Celebration of Children's Mental Health and Wellbeing week NHS apps promoting wellbeing for children promoted on Instagram and activities from		5	GOV.UK provides advice on supporting pupil wellbeing during remote education.

	Mindful little Yogis by Nicola Harvey			
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	SIMs in place for secure information sharing Platforms used comply with GDPR		5	GOV.UK provides guidance to support schools: - with data protection activity, including compliance with GDPR - to be cyber secure
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Not applicable for pre-recorded lessons Procedure for Zoom meetings includes protocol policy to parents that would need to be signed before access granted, staff aware of what to do if rules are not followed		5	GOV.UK provides guidance on behaviour expectations in schools.

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