**Good Practice Guidance for Schools**

**On Remote Learning**

**Government Guidance on Remote Learning – A Summary**

This document has been prepared by the School Improvement Team to support schools in in providing the best possible remote learning for their students. The Government has already released several documents guiding schools and this single document brings all the salient points together for ease of reference. The document is divided into relevant sections which you can reflect on when required. The aim being to help you identify gaps in provision and to aid making improvements on plans we know our schools have already prepared and put into practise over Autumn Term 2020 as required.

At this point in time, school leaders are being asked to ensure that every effort is made to keep schools open. However, where there are a high numbers of Covid cases and the need for groups of pupils to self-isolate, then schools must provide remote learning opportunities for those who are at home.

All schools are required identify the remote learning provision they will be offering their pupils on their school’s website by the 25th January 2021.

The latest guidance regarding remote learning, including that from the DfE, can be found below:

[Remote education good practice - GOV.UK (www.gov.uk)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fremote-education-good-practice&data=04%7C01%7Cyvette.thomas%40buckinghamshire.gov.uk%7C2450b0dc887e44bfcc0608d8a6b27440%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637442632950069725%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=O%2FPgiKsksA8lJdzLgzXiyqIL5nsLNq8z%2B50cxuzLtwI%3D&reserved=0)

[Get help with remote education - GOV.UK (www.gov.uk)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fget-help-with-remote-education&data=04%7C01%7Cyvette.thomas%40buckinghamshire.gov.uk%7C2450b0dc887e44bfcc0608d8a6b27440%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637442632950079724%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=nG2queASfh%2FLew6h8D0%2FuH%2Bgzx1ViUCE86VM7hDTQ%2FA%3D&reserved=0)

[Adapting teaching practice for remote education - GOV.UK (www.gov.uk)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fadapting-teaching-practice-for-remote-education&data=04%7C01%7Cyvette.thomas%40buckinghamshire.gov.uk%7C2450b0dc887e44bfcc0608d8a6b27440%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637442632950079724%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2BN7dl0u5T7oSE5k22yJSQRgTjaRyavuQ8ABN65PP9%2B4%3D&reserved=0)

[Remote education webinars - GOV.UK (www.gov.uk)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fremote-education-webinars%3Futm_source%3D17181b3e-ebbe-4637-bfe4-7805bcbd00d8%26utm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_content%3Ddaily&data=04%7C01%7Cyvette.thomas%40buckinghamshire.gov.uk%7C2450b0dc887e44bfcc0608d8a6b27440%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637442632950089718%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1mjFZRs5bSBRo9cTi3pLeB%2FfhvEATflRRHzDcTGfMZw%3D&reserved=0)

[Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fsafeguarding-and-remote-education-during-coronavirus-covid-19&data=04%7C01%7Cyvette.thomas%40buckinghamshire.gov.uk%7C2450b0dc887e44bfcc0608d8a6b27440%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637442632950089718%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=AuJ7PH4r74WqKt7S0T2RvsOIAMrXQqhXe31UhhraOh0%3D&reserved=0)

[EDT (edtechhub.org)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fedtechhub.org%2Fwp-content%2Fuploads%2F2020%2F06%2FEDT-report01-1.pdf&data=04%7C01%7Cyvette.thomas%40buckinghamshire.gov.uk%7C2450b0dc887e44bfcc0608d8a6b27440%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637442632950099712%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1jAuxWPrQ%2Fm%2F7FiaMHFB3mEBgfPDmQ2fJQQytioKiic%3D&reserved=0)

[Best evidence on supporting students to learn remotely | Education Endowment Foundation | EEF](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducationendowmentfoundation.org.uk%2Fcovid-19-resources%2Fbest-evidence-on-supporting-students-to-learn-remotely%2F%3Futm_source%3Dsite%26utm_medium%3Dsearch%26utm_campaign%3Dsite_search%26search_term%3Dremote%2520learning&data=04%7C01%7Cyvette.thomas%40buckinghamshire.gov.uk%7C2450b0dc887e44bfcc0608d8a6b27440%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637442632950099712%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=mRFvcr91IckckkI8%2FUxxrLL3pPE54MgMcOwIEo%2BiKSY%3D&reserved=0)

The DfE has set out clear expectations for schools (note the DfE points out this is not for individual teachers but the school as a whole. You can therefore find the list of definitive expectations on the school in, section 5: [Guidance for full opening: schools - GOV.UK (www.gov.uk)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Factions-for-schools-during-the-coronavirus-outbreak%2Fguidance-for-full-opening-schools%23res&data=04%7C01%7Cyvette.thomas%40buckinghamshire.gov.uk%7C2450b0dc887e44bfcc0608d8a6b27440%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637442632950109702%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=xNepBvaguUhn%2B%2BjGn6eFSQqUPcDmm3ISdztyhp5nQE0%3D&reserved=0)

N.B - This guidance is dated 22nd December 2020; for any changes after this date please consult the government guidance

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| **Consideration** | **By who/****Team** | **RAG**  | **Evidence?** |
| 1. **Remote Education - general**
 |
| * Is the school’s understanding ‘remote education’ in line with the DfE ‘definition’?
 |  |  |  |
| * Have the expectations set out by the DfE (especially RE December 2020 changes) been reviewed (focus on regular assignments, sequenced learning, hours per day expected, etc)- see DfE guidance?
 |  |  |  |
| * Has the school reviewed and reiterated homework setting arrangements?
 |  |  |  |
| * How is individual as well as ‘peer engagement’ being secured?
 |  |  |  |
| * How are expectations regarding remote learning established and communicated? Behaviour and remote learning?

NB not all years/bubbles may have experienced remote learning last term. |  |  |  |
| * Has the Information been reviewed on School Website about Remote Learning?

(NB current DfE guidance deadline 25.1.21; suggested proforma attached in Appendix A) |  |  |  |
| * What have been the barriers to remote learning? What lessons learned will positively impact reviewed approaches for the coming term e.g. with regards to ‘reluctant’ pupils/families?
 |  |  |  |
| * How will those ‘reluctant’ pupils and/or families be addressed for the coming term?
 |  |  |  |
| * How is remote learning evaluated and pupils’ response/work assessed/marked/ fedback on?
 |  |  |  |
| * How will the school will monitor take-up of remote learning and intervene where necessary?
 |  |  |  |
| 1. **Remote Curriculum**
 |
| * Has the school ensured the correct stipulated hours of remote education as per latest DfE guidance?
 |  |  |  |
| * How will the remote curriculum focus on supporting pupils’ mental health and well-being?
 |  |  |  |
| * What modifications can the school make to the existing timetables – e.g. how to ensure there is an appropriate balance in terms of subjects and curriculum areas? Is the current curriculum still broad, balanced, rich and deep? Are any subjects ‘dropped’? If so, why and what can be used to fill the gaps? E.g. with theoretical activities/ wellbeing focus topics?
 |  |  |  |
| * What specific support can be provided remotely for disadvantaged pupils and SEND?
 |  |  |  |
| * How will the school further communicate these developing changes to parents and carers and involve Governors + inform RSC/ESFA/LA etc.? Are the stated ‘values’ of the school referred to?
 |  |  |  |
| * What about communicating to the pupils?
 |  |  |  |
| * Are SMSC and HR(s) E still secure? Are topics adapted according to emerging patterns of need?
 |  |  |  |
| 1. **Safeguarding and Well-being**
 |
| * Has the school noted increased referrals/types of referral since September 2020?
 |  |  |  |
| * Is there a pattern emerging? E.g. types of concern/prevalence of specific issues/clusters/pupils who were not previously on the ‘radar’…
 |  |  |  |
| * How are identified vulnerable children risk-assessed for remote education? E.g. RAG rated for different communication approaches?
 |  |  |  |
| * How is the list of identified vulnerable/potentially vulnerable children reviewed?
 |  |  |  |
| * What specific support plans involving external agencies will be in place? (Has the school specific support plans – shared with other agencies- for those identified as most at risk?)
 |  |  |  |
| * How will support plans be reviewed and sustained for those pupils who need to continue with their remote learning after the Christmas holiday break?
 |  |  |  |
| * How has the school adapted policies and procedures/remote curriculum/remote tutor time/remote delivery of PSHE etc. to address the emerging patterns of need?
 |  |  |  |
| * How has the school prepared the SG and Pastoral teams/staff in general for the increase in SG concerns, potential disclosures after holiday period etc. remotely? E.g. time to perform duties/enhanced team/more training etc.
 |  |  |  |
| * How do these processes of communication and disclosure work remotely?
 |  |  |  |
| 1. **Safeguarding and Remote Education - Safeguarding pupils and teachers online**
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| * Keeping pupils and teachers safe during remote education is essential. How are teachers who are delivering remote education online reminded of awareness that the same principles set out in the school’s staff behaviour policy (or code of conduct) will apply?
 |  |  |  |
| * Has the school elected to update their policies to reflect remote online education?
* Are there protocols/contracts set up for staff/pupils and home?
 |  |  |  |
| * Has the school reviewed eligibility for the extended laptop hiring government scheme or other? E.g. Leasing arrangements, proper usage guidance and contracts etc.
 |  |  |  |
| * Are there arrangements for the cleansing of laptops, checking for inappropriate usage/downloaded materials, especially after holiday period?
 |  |  |  |
| * How has the school reinforced contact with parents and carers during this time to stress the importance of children staying safe online?
* How has the school reminded parents and carers to be aware of what their children are being asked to do, including:
	+ sites they will be asked to use
	+ school staff their child will interact with
 |  |  |  |
| * How has the school emphasized the importance of a safe online environment and encouraged parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites?
 |  |  |  |
| 1. **Reporting concerns**
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| * How has the school reiterated those reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education?
 |  |  |  |
| * Has the school opted to review the existing arrangements (including their child protection policy) to ensure they are appropriate and reflect remote online education, or whether additional or alternative arrangements need to be put in place?
 |  |  |  |
| * Has the school considered revised approaches to managing online abuse/bullying/upsetting content/extremist content/grooming etc.?
 |  |  |  |
| 1. **Communicating with parents, carers and pupils**
 |
| * Where education is having to take place remotely due to COVID-19, how has the school ensured that its teachers and pupils continue to maintain professional practice as much as possible? For example,
	+ use school email accounts (not personal ones)
	+ use school devices over personal devices wherever possible
	+ advise teachers not to share personal information
 |  |  |  |
| * What safeguarding measures have been applied to ensure that virtual lessons and live streaming are safe? What mechanisms have the school for stress-testing this?
 |  |  |  |
| 1. **Providing pastoral care remotely**
 |
| * Where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) what has the school explored to help parents, carers and pupils make a weekly plan or structure?
 |  |  |  |
| * Have these plans included time for education, playing and relaxing to reduce stress and anxiety?
 |  |  |  |
| * How has the school developed differentiated, age/need-appropriate approaches to remote pastoral support?
 |  |  |  |
| * How will the school prepare for ‘start to term/calendar year’ remote events to afford pupils a sense of a re-launch (as appropriate)?
 |  |  |  |
| * How will pupils be equipped with the tools to prepare for, return to and stick with learning and virtual school-day routines? How will these be adapted specifically for mentally/socially/emotionally vulnerable pupils following the holiday period?
 |  |  |  |
| * What communication mechanisms will be shared, and how, with pupils to ensure that they can reach out for support after the holiday break - Form Tutor/Key Worker or external support e.g. NSPCC/ChildLine/Youngminds etc.?
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| **Appendix A:****DfE Proforma for sharing information about Remote Learning on Schools Website deadline 25.01.21.** **Template for schools: share information about your remote education** This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19). This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.Schools can find further help and support on how to meet the expectations for remote education via the [remote education good practice guide](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice) and [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars).**Remote education provision: information for parents** This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.**The remote curriculum: what is taught to pupils at home**A pupil’s first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.**What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

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| *In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.* |

**Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

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| *Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:** *We teach the same curriculum remotely as we do in school.*
* *We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)*
* *We teach a different curriculum remotely to that which we teach in school. For example, (please summarise the nature of the remote curriculum and how and why it differs from the in-school curriculum*)
 |

**Remote teaching and study time each day****How long can I expect work set by the school to take my child each day?**We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

|  |  |
| --- | --- |
| **Primary school-aged pupils** | *(Number of hours – there are* [*minimum expectations*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res) *for remote provision. Consider breaking this information down by key stage or year group if applicable)* |
| **Secondary school-aged pupils not working towards formal qualifications this year** |  |
| **Secondary school-aged pupils working towards formal qualifications this year** |  |

**Accessing remote education****How will my child access any online remote education you are providing?**

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| *If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.* |

**If my child does not have digital or online access at home, how will you support them to access remote education?**We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

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| *In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:** *how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information*
* *how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information*
* *how pupils can access any printed materials needed if they do not have online access*
* *how pupils can submit work to their teachers if they do not have online access*
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