



Review and Reflect upon your Remote Education

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# Introduction

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| * In these unpredictable times, circumstances and contexts are ever-changing. We hope that the adapted DfE document (Annex A) and support material will give a useful platform to review, reflect upon and adapt your remote education offer as and when you need to. * To this end, the document needs to suit the requirements of different leaders/schools at different stages of the remote journey, and can therefore be adapted and tailored to individual needs. Please be aware that there is no statutory compulsion to use either the DfE original or our adapted version. However, we share with you an honest opinion of the inherent usefulness of this material, for your consideration. * The package of support material and the adapted template itself are offered to you and your schools in the spirit of support, collaboration and openness. It is not intended that this should be burdensome, judgemental or threatening. * A group of Headteachers and senior leaders have trialled the template and have been instrumental in supporting the creation of both the package of support material here as well as the adapted template (Great Kingshill School, The Disraeli School, The Grange and Sir William Ramsay School). * We are aware that each school will have very different contexts, needs and pressures. They will all be on their own development journeys. * As Headteachers, you may be less confident with your remote offer – constrained by time/resources and a myriad other barriers – putting in place what you can in the circumstances. Or you may feel secure in the provision, know that it suffices, but also want to experiment further. Or you may be confident that you have a really effective model that suits your cohort’s needs, and want a great way to record the journey. Or you may not have had a full experience of sending home bubbles and whole year groups to self-isolate before Christmas. Therefore, this full-lockdown remote approach may be new to you and your team. * Wherever you are on the journey, we hope that the materials and template will be of use as you navigate these extraordinary times. |

# Key Documentation – INTERNAL AND external documentation

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| 1. [Annex A – adapted DfE template: Review *and Reflect Upon* your Remote Education](#_Annex_A:_Your) 2. [Review your remote education provision - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/review-your-remote-education-provision?utm_medium=email&utm_campaign=govuk-notifications&utm_source=53522a25-c275-4777-996d-ade6d8f11bd5&utm_content=daily) 3. [Restricting attendance during the national lockdown: schools (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf) 4. <https://www.gov.uk/government/news/ofsted-publishes-short-guide-to-what-works-well-in-remote-education> 5. Supporting your children's remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk) 6. [Remote education research - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/remote-education-research?utm_medium=email&utm_campaign=govuk-notifications&utm_source=e7330a67-14db-4eba-a391-c69e8853bde3&utm_content=immediately). |

# What works well…how this template can support

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| * The tool can reassure and guide you as Headteacher and your wider teams, giving confidence that you are collectively on an effective path. It can also invite and prompt discussion to address areas that are in need of development. * The basis will always be that what you as school leaders elect to offer will be right for your learners, and that the document is useful in that it empowers teams to reflect and adapt, according to changing needs. * The tool can be adapted to suit the needs of your school’s individual context. There is enough scope to keep the document flexible, bespoke and live. * The tool is useful as on ongoing monitoring mechanism, so that changes and adaptations as well as developments and enhancements can be made to the remote education provision in your school. * Moreover, the document can invite valuable reflection on current and developing practice for your school. Lessons learned and ongoing flexibility can be explored via this document. * There can be opportunities to celebrate what has been successful in your setting, affording your school a chance to see just how far you’ve come, and to be proud of these successes. * The document, as an ongoing exploration of remote education provision at your school, can be saved at each iteration. This can show progress, and compile valuable legacy documentation of this unprecedented time for your school, your pupils’ development journey and the wider education climate. * It can also support you and your wider teams to develop a narrative for Ofsted visits, although the document itself is very much an operational tool, for internal use. * The language used in the document, and the 6 key areas open for exploration give you and your teams a useful window into the language/foci that Ofsted may wish to discuss at possible future visits/inspections. * Existing documentation at school level can be cut and pasted into the document as a link. Chances are that all the evidence you need already exists. * Ensuring that all documentation accumulated about remote education fully aligns e.g. provision of information to parents on the website with Remote Education Policy, is a useful to keep in mind. * The Safeguarding and wellbeing section 6 can invite further exploration of how the remote education at your school can take into account the social/emotional/psychological impact of learning in new ways. * As above, discussions around focused pupil groups e.g. those transitioning from year to year, or setting to setting can be developed through the document. * Consideration of limiting factors to the home setting as learning setting e.g. narrowed range of alternative perspectives/paucity of creative materials/resource materials (cultural capital deficit) is elicited through the document (section 2). * The document can be a valuable store of information to share with parents, particularly when explaining decision making around your provision. |

# How to make it even better…feedback from working party

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| Even better if…our trial of the documents threw up some interesting development points.   * The focus rubric ‘review’ has been replaced by ‘reflect and review’. * The layout and formatting of the template have been improved to be more user-friendly. Approaches to this will need to reflect the preferences of your school. * The document was found to be rather lengthy – if the layout could result in a shorter document, it would be more accessible. * When printed out, as well as screen-presentation, we found that the original document was very fragmented, with sections becoming detached from one another. By addressing the layout, this can create a more unified document. * We found that the numerical grading divided opinion; for some, it could be distracting, with the potential to over-emphasise getting the number right and therefore diverting attention from the matter in hand. A suggestion that has worked well is that the numerical assessment could be replaced by RAG/B rating, monitored on a regular basis. Conversely, in other settings, the numerical grades were found to be a useful way to benchmark. * The links to resources can be distracting in their current position. These could be better shared in a separate section at the end. * Be secure in your own curriculum. The linked resources are really useful as supplementary suggestions. * Adding an extra layer of reflective consideration e.g. a ‘lessons learned/future approaches/what might be retained’ to the 6 sections was a useful addition. * You could aim to do this collaboratively…not in isolation. Making a start alone at first may work for you, however, for best discussions, involving the wider team, governors or if this is not possible, your SIA/SSLC can be very productive. * Buddying with another school might be a useful solution. Collaborative work on this document has been very fruitful. * Be mindful that this document gives you and your teams the opportunity to evaluate, and monitor the type and quality of the remote education package you are offering. There should be a deeper layer of monitoring to give opportunity to regularly evaluate the impact of this provision on the remote LEARNING of your pupils. |

# FAQ’s and some suggestions

1. Operational
2. Collaboration
3. Making a start
4. Cross-referencing
5. Content –the 6 sections

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| Operational |
| Can we adapt the DfE layout/format to make the document more user-friendly? If so, how? |
| Modifying into a ‘landscape’ document without all the unnecessary page breaks, so that it could more easily edited and used, can be helpful.  Cutting down the number of pages, can be very helpful, to reduce the unnecessary gaps. |
| Can we use the template as a hard copy/online/transposed onto IT platform or other? How will this help? |
| Try using as a ‘word’ document on Office 363. You could save in e.g. ‘Teams’ so that other members of the SLT can read and monitor developments.  Try using an online copy that can be typed into, so that different people can contribute.  Try putting it onto a central Cloud Drive for all who need to access. |
| Will we find the scoring helpful or would a RAG rating approach be more useful? |
| Initial rounds of using the template were found not to spend too much time on the scoring. It can feel arbitrary, lead to too much deliberation and detract from the bigger conversations.  At this stage it may be more about having the provision in place, whether or not the provision meets the expectation or not. And what next steps might be.  To this end RAG may be more helpful as the gaps are more easily identifiable. It may also be a better method for using the template in a fluid and regular way. |
| How might we quality-assure our scoring/RAG rating? |
| One solution is to incorporate weekly updates with Subject Leaders/CLs/Team Leaders etc. into your processes, whereby middle leaders are in regular contact with their teams from a) a staff well-being perspective; and b) a curriculum delivery point of view. This could enable to develop your work and measure progress in relation to wider aspects of your remote education e.g. assessment. What is going well and what would be better if. These processes, along with Middle Leader ‘Teams’ might enable you to keep engaged and monitor both QA and inform SLT when to ‘scale’ back.  Another suggestion might be for your SLT to take a look at the template, and then present for governor’s consideration.  One idea might be to work with other schools e.g. from your Liaison Groups. |
| How can we plan to use the tool longer-term as opposed to a one-off event? |
| The tool can give you the confidence to progress and develop in a manner that meets the needs of your school and context.  It can enable you with the opportunity to reflect and affirm that you have a come a long way in a relatively short time. It provides an opportunity to track the journey.  The template allows you and your teams to regularly review and add the evidence of impact as and when it is gathered. |
| How might the template support us in creating a narrative for potential Ofsted visit? |
| The sections are quite clear and whether or not what you are doing as a school is a strength, it enables you to describe your provision under the six headings.  There is scope to cut and paste this, as a separate document that can be shared with a wider, if not different, audience.  If used to create a narrative, you can prepare for some of the specific language and phrasing that Ofsted may refer to/use; you would have already considered those areas and a range of evidence in advance of an Ofsted visit.  Working through the template reviewing and reflecting with your Governance Team is a very effective way to align narratives, and offer the Governors opportunities to challenge and discuss decision making. |
| Collaboration |
| Who shall we invite to work with to use the template?  How might we deploy our team? |
| At this stage your team will be very busy on other aspects of school life. It may be that you would rather they were concentrated on delivery of current provision whilst you, as Headteacher, review where you currently believe your school is.  One approach is to complete as best you can, and share for SLT review and development within Teams (as outlined above) as a collaborative document.  Alternatively, another approach can be to share out sections with the SLT to take the lead, and assemble a collaborative cumulative report.  You may want to add in a regular slot on the SLT agenda to review the document as it evolves. |
| What approaches can we use to share the components/disseminate to wider audience e.g. staff members? |
| While you might not be at this stage as yet, looking ahead, consider staff PD sessions/INSET to share with wider staff and invite input.  As above, including the review and reflect activity as a regular agenda slot for SLT and Governor’s meetings would be helpful. |
| Making a start |
| The best way in to a long document? |
| One possible starting point might be your school’s remote learning Policy. Chances are, you’ve spent a good deal of time researching and developing the policy into a meaningful document. There will be plenty within the document that can be picked up and dropped into the document as part of a developing narrative.  Another suggestion might be to start with defining key principals that guide your individual school’s specific approach to remote education. Here is an example used from a school:  *Guiding Principles example – bespoke to the context and needs of the individual school:*   1. Our school curriculum is best - no need to change from that just adapt lessons to make it suitable for home 2. Don't over complicate it - parents are busy people and we need them on side 3. A consistent approach across all year groups - same format but individually customised by each year group 4. Content should be available for the whole week - we tried daily and it was too much for parents they didn't want to have to log on every day. It also provided flexibility for working parents to plan their week 5. Content uploaded on Sunday evening (teacher's choice - parents find this helps are they are then ready to go on Monday morning) 6. Find a platform that was easy to use and could interface with all devices - no need for a laptop 7. There needed to be some live contact with pupils but we were unclear on the benefits of live teacher and what additional this would bring 8. If children send work in - it must be marked 9. Provide them with workbooks they need and avoid the need for printing (this is annoying and often limiting for parents - emergency packs were created and sent out ahead of time with instructions for parents 10. Overarching principle if we can support parents and make it as easy as possible for them they will do a good job and be able to support their children |
| What is a realistic time-frame for a first attempt? Or does it take a series of sessions…? |
| Being realistic, this is a task that will definitely take more than an hour!  Your preference may be to draft and seek comment. This initial step may well take around 2 hours.  The next steps will depend on how you work the monitoring of the ‘live’ document into your SLT/staff and Governor meetings ahead. |
| Cross-referencing |
| How could we link back to any other DfE/Ofsted etc. guidance/suggestions? |
| Some suggested documentation that you may consider:   * DFE guidance, relating to Remote Education, back in September that helped to develop and shape your school’s Remote Learning Policy * EEF research * Ofsted 7 – what works * Restricting Attendance document DfE guidance * Wider Ofsted Inspection Framework * Ofsted findings report –Remote Education (25.1.21) |
| What examples of existing school documentation and other evidence bases could we tie-in? |
| Some examples you might want to consider, and add as a link in the document as appropriate, could be:   * Remote Learning Policy * Re-opening plans * Risk assessments * Safeguarding advice/ policy addendum etc. * Survey responses * Engagement data * Letters to parents |
| Content |
| How could we make use of the suggested links? What is the feedback from the trials? |
| It may be that the links are a really useful supplement to the existing work that you are doing at your school.  Ultimately, you will be in the best position to define and refine the curriculum and its delivery that is best suited to the needs of your cohort at any given time.  Suggested feedback has been that the links are of use to shape potential future developments, but when included on this actual template, they can be distracting. |
| Leadership |
| What existing school-based evidence might we select for this section? |
| Some ideas:   * Existing policies, * documents pertaining to re-opening, * risk assessments, * curriculum plans, * SEF, * Curriculum documentation for alignment, * SLT/Governance meeting agendas and minutes etc. |
| What practice has been effective in other settings that we might explore for our school? |
| * Reiteration of standards and expectations across all teams, * Monitoring provision for consistency, * Regular and varied communication with parents, * E.g. own tear group email accounts, newsletters, text messages. |
| Remote Education Context and Pupil Engagement |
| What existing school-based evidence might we select for this section? |
| Some ideas:   * IT Audits, * student and parent feedback from 1st lockdown (and current), * DFE expectations, * pastoral team documentation, * safeguarding documentation, * pupil premium documentation, * SEND documentation, * Remote Education Policy etc.… |
| What practice has been effective in other settings that we might explore for our school? |
| * Active involvement of IT Department as members of the Digital Learning Group, * Questionnaires and surveys, * Securing of devices and hot spot codes for those without internet, * Paper based packs… |
| Curriculum Planning and Delivery |
| What existing school-based evidence might we select for this section? |
| * Extracts from policies e.g. Assessment Policy adapted/annex for planning and setting of work, adapted to the needs of remote education delivery, * As above, RE: feedback and marking documentation/policy, * Parental feedback, * Pupil feedback, * Online safety documentation, * Expectations as shared with parents/carers and learners… |
| What practice has been effective in other settings that we might explore for our school? |
| * Curriculum Handbooks, * Clear expectations on balance of ‘live’ and independent work, * A clear shared understanding of what is meant by ‘live’ and how this will be delivered, * Shared timetables that are explicit and transparent for all to see, * Video 1:1 personalised responses to work, * Timetables sent out in advance with lesson content and expectations for each section of the day, * Year group own email account for feedback – direct and quick, * Personalised phone calls (child and adults) to understand engagement, barriers, and wellbeing and to share feedback… * Work that is set, submitted for assessment and assessed through a combination of the following online platforms: e.g.   Show My Homework  Microsoft Teams  Kerboodle  Maths Watch  Seneca Learning  Virtual Learning Environment   * Work that is made available to students via Show My Homework prior to a lesson. * Work set for learners as follows: * Single Lesson: A lesson where the teacher posts or communicates all the work and resources beforehand, * Multi Lesson Project: Several lessons leading to an end point; often a performance, project, product or presentation, * Pre-Recorded Lesson: A lesson where the teacher records audio and/or visual stimulus that students can play back at any time. * Live sessions that can take a number of forms: e.g.  1. Video Lesson: Using the audio and video features on Teams the teacher holds a lesson / meeting with all available students, 2. Audio Lesson: Using the audio feature on Teams the teacher holds a lesson / meeting with all available students, 3. Web Chat Lesson: The teacher engages with the students in ‘real time’ using typed posts and replies on Teams.  * Live sessions may not need to be for the duration of the whole lesson but could be used to enable the teacher to explain the session and then enable the student’s time to complete the tasks and ask questions using the ‘chat’ function. |
| Capacity and Capability |
| What existing school-based evidence might we select for this section? |
| * Surveys and questionnaire findings, * FROG or other VLE systems, plus documentation, * PD/training timetable and impact assessment documentation, * Remote Education Policy… |
| What practice has been effective in other settings that we might explore for our school? |
| * Teachers can be better equipped to meet the demands and expectations within the school’s Remote Learning Policy by:   Using directed time for setting aside professional development time,  Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable access at home and if not, supply them with a device during the closure period,  Being differentiated as learners…  Differentiating the staff learners into groups according to their proficiency with IT and delivery of remote education…   * One example that is working at a school includes the creation of three development groups: * The Office 365 Group; * The Explorer Group and; * The Discovery Group.   The 365 Group: continue to develop, improve and embed their understanding of the ‘foundation’ skills needed to be able to deliver their lessons remotely. The ‘Explorer’ Group: whilst continuing to develop and reinforce their understanding of the ‘foundation’ skills, explore and experiment with other digital strategies to enhance their digital strategies to enhance their digital teaching practise. The Discovery Group: is designed for those who may have already have advanced skills in digital learning. Discover, innovate and share new and exciting digital learning strategies.   * Staff teams e.g. IT Teaching and learning group are working collaboratively with another setting to develop good practice. * IT support group led by staff where those leading the group hold remote weekly drop-in sessions to share and develop good practice. * Weekly Teaching and Learning Briefing could offer a forum for capturing and sharing good practice relating to remote education. A Weekly staff bulletin could also share good practice. |
| Communication |
| What existing school-based evidence might we select for this section? |
| * School’s own bespoke communication channels e.g. newsletter/mini-magazine etc., * Letters for different groups as well as whole-school letters, * SLT letters/team leader updates/department comms etc., * Expectations of learners, support for parents, * Outlined plans for the week/day as and when needed – advanced sharing, * Website information-share document (as per DfE guidance and suggested proforma), * Case studies of tailored approaches to specific identified groups/individual families, * Evidence of communication methods available to parents and carers e.g. designated emails for specific queries/who to contact when/FAQs etc., * Records of whole school/community focused events, competitions and activities, * Evidence of celebration of successes… |
| What practice has been effective in other settings that we might explore for our school? |
| As above… |
| Safeguarding and Wellbeing |
| What existing school-based evidence might we select for this section? |
| * Adapted Child Protection Policy, e.g. annex to address the developing needs of learners, parents and carers and staff when engaged in remote education/lockdown context, * Remote Education Policy, * Online Safety Policy and attendant training/sessions/focus lessons/assemblies etc., * PSHE Policy and session examples, * Wider curriculum policies and attendant documentation, * GDPR Policy, * Evidence of shaping the daily/weekly e-learning experience to include wellbeing focused time, socialising/communication opportunities etc., * As above, for staff wellbeing e.g. opportunities for staff to work collaboratively, if remotely… |
| What practice has been effective in other settings that we might explore for our school? |
| * Clarity regarding staff expectations; some examples to consider… * Be very clear with staff members how to protect themselves with online learning. * *Within your school policies, ensure that staff are advised to:*   only use official channels of communication e.g. work e-mail addresses, VLE courses, school telephones and be aware of and comply with employer’s policies and guidance; not exchange private text, phone numbers, personal e-mail addresses or photos of a personal nature with students or parents/carers;   * When students are using the chat function, consider sharing expectations of how to best use… * When using the video function e.g. on Teams, staff expectations might include some guidance such as: * Do not hold the lesson if there is only one student in attendance. Live streaming will not take place on 1:1 basis. If there is only one student in attendance the session will be cancelled, * Only livestream during a normal timetabled lesson, * Use school, secure, laptops and desktops when using Teams, * Sit against a neutral or blurred background, * Avoid recording in their bedroom where possible (if that's not possible, use a neutral background), * Dress appropriately for work i.e. as you would for an INSET Day, * Double check that any other tabs they have open in their browser would be appropriate for a student to see, if they're sharing their screen, * Uphold and adhere to your professional standards for teachers. * We are conscious that when using certain platforms, we are invited into the homes of our students. When using the Teams function, the default setting for students is camera and microphone off. The teachers during ‘live’ sessions are able to manage the microphones and invite the comments of individual students. * Consider maintaining normal school ‘wellbeing’ moments for staff in the school week or day e.g. : * Weekly updates, * Staff Briefing, * Close contact with Union reps, * Assemblies, * Learning Mentor Support,,, * Consider how, in lockdown, all students will know how to access your support services and can continue to do so, even though we are working remotely. * CPOMS or similar systems enable you to keep abreast of continuing safeguarding concerns remotely |

# Annex A: Your remote education – reflect and review

Suggested RAGB criteria

Red – Not yet in place

Amber – Identify, plan and begin to implement (In the process of implementing systems and practices to address this.)

Green – Implementation (Practices and systems are in place with minor gaps.)

Blue – Embedding and Reviewing (Practices and systems are fully embedded, and there are examples of effective practice.)

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| **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** | | **RAGB/**  **score** | **Impact** | | **Potential actions-** (see also Annex B) |
| **Remote education plan**  What is our plan in place for remote education?  Does our senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education, have clarity of expectations?  Is our 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 our in-school curriculum? |  |  | |  |  | |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | | | |
| **Communication**  Are our governors, staff, parents and carers aware of the school’s approach and arrangements for remote education? |  | |  |  |  |  | |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | | | |
| **Monitoring and evaluating**  Does our school have systems in place to monitor the impact of remote education? This includes:   * understanding the impact on our 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 |  |  | |  |  |  | |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | | | |

| **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** | **RAGB/**  **score** | | **Impact** | | **Potential actions** (see also Annex B) |
| **Home environment**  How is our school aware of the learning environment in the home and how do we work with parents and families to understand and ensure that our pupils will be able to access education at home?  How does our school support 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? |  |  |  | |  | |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | | | |
| **Laptops, tablets and internet access**  Where digital approaches are used, are we, as leaders, aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision?  How have we, as leaders, 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? |  |  |  | |  | |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | | | |
| **Supporting children with additional needs**  Do the children and young people in our school with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education?  This includes the guidance that we provide for parents and carers on how to effectively support remote education, and also how we ensure that pupils have access to the right hardware and software to support their needs. |  |  |  | |  | |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | | | |
| **Monitoring engagement**  Does our school have systems for checking daily whether pupils are engaging with their work, and do we inform parents and carers immediately where engagement is a concern? |  |  |  |  | |  | | |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | | | |
| **Pupil digital skills and literacy**  How does our school support pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND?  Where technology is used to support your school’s remote education provision, how have you considered providing practical support and guidance to pupils on how to use the technology? |  |  |  |  | |  | | |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | | | |

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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. | | | | | |
| **Approach** | **Strengths** | **Gaps** | **RAGB/**  **score** | **Impact** | **Potential actions** (see also Annex B) |
| **Minimum provision**  Does our school sets work that is of equivalent length to the core teaching pupils would receive in the 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? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |
| **Curriculum planning**  Does our school have 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 similar but adapted or one that is completely different. |  |  |  |  |  |
| *Refection - lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |
| **Curriculum delivery**  Does our school have 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.  Does our school use digital platform to support effective communication and accessibility for all pupils, including those with SEND? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |
| **Assessment and feedback**  What plan do we have in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks?  How do we provide feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |

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| **Communication**  The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties. | | | | | |
| **Approach** | **Strengths** | **Gaps** | **RAGB/**  **score** | **Impact** | **Potential actions** (see also Annex B) |
| **Realistic expectations of pupils, parents and carers**  How do we ensure that our 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 our school’s website?  How do we ensure that our 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)? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |
| **School community events**  How do we give our pupils 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? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |

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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. | | | | | |
| **Approach** | **Strengths** | **Gaps** | **RAGB/**  **score** | **Impact** | **Potential actions** (see also Annex B) |
| **Ensuring safety**  How have we confirmed that there are clear safeguarding protocols in place to ensure pupils are safe during remote education? It is essential that we have and communicate clear reporting routes so that our children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education. |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |
| **Online safety**  If our school chooses to provide remote education using live streaming and pre-recorded videos, how have we ensured that our teachers understand how to keep children safe whilst they are online? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |
| **Wellbeing**  Can we as leaders, our teachers and our pupils be aware of how to spot potential wellbeing or mental health issues and how to respond?  How have we planned regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |
| **Data management**  Does our school have the appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR)? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |
| **Behaviour and attitude**  Have we shared and followed-up on clear rules and expectations for behaviour during remote lessons and activities? How do our pupils know those rules and expectations and how do our teachers monitor and enforce them? |  |  |  |  |  |
| *Refection – lessons learned/approaches to be retained, to inform future planning for the reopening of your school* | | | | | |

# Annex B: Resources and links as suggested by DfE

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| Leadership - Links and resources DfE |
| Remote Education Plan  To help develop your remote education plan:  The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes [short videos](https://edtech-demonstrator.lgfl.net/guidance/contingency) developed by schools and colleges, and [guidance](https://edtech-demonstrator.lgfl.net/guidance/strategy) on how to embed digital technology to support remote education.  GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education.  [Cyber security in schools: questions for governors and trustees](https://www.ncsc.gov.uk/information/school-governor-questions)gives guidance on how to remain cyber-secure.  Refer to [Oak National Academy](https://www.thenational.academy/2020-21-oak-curriculum) for help to deliver a planned curriculum for all.  Communication  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](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template).  The Education Endowment Foundation has provided a [guide for schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf) on how to communicate with parents during COVID-19.  Monitoring and evaluating  GOV.UK provides the following guidance:   * [recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year) * [full opening for schools: school workforce](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-workforce) * [remote education good practice](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision) |
| Remote education context and pupil engagement |
| Home Environment  The EdTech Demonstrator Programme’s [remote education roadmap](https://edtech-demonstrator.lgfl.net/guidance/steady-ready-go) 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)](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) guidance for support on providing pupils with [laptops, tablets](https://get-help-with-tech.education.gov.uk/devices) and [internet](https://get-help-with-tech.education.gov.uk/internet-access).  The Education Endowment Foundation provides a [metacognition and self-regulation toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.  Laptops, tablets and internet access  Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on [how to set up a virtual classroom](https://edtech-demonstrator.lgfl.net/guidance/getting-started) and how to [embed technology into teaching practice](https://edtech-demonstrator.lgfl.net/guidance/strategy).  Where pupils might lack digital access, schools should refer to the [get help with technology during coronavirus (COVID-19)](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) guidance for support on providing pupils with [laptops, tablets](https://get-help-with-tech.education.gov.uk/devices) and [internet](https://get-help-with-tech.education.gov.uk/internet-access).  Supporting children with additional needs  The EdTech Demonstrator Programme has made [a range of SEND resources](https://edtech-demonstrator.lgfl.net/guidance/special-educational-needs) available for schools and colleges, including webinars on how to support pupils with SEND.  The guidance for full opening provides guidance on how schools should support [pupils with SEND and vulnerable children](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#vulnerable-children).  Oak National Academy provides [resources](https://classroom.thenational.academy/specialist) for teachers to support children with additional needs.  Monitoring Engagement  Advice on how schools should monitor engagement is highlighted in the [remote education expectations guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res).  EdTech Demonstrator networks have produced a range of webinars and tutorials, including [sharing advice and top tips on ways to monitor and evaluate progress](https://www.google.com/url?q=https%3A%2F%2Flgfl.planetestream.com%2FView.aspx%3Fid%3D4384~4t~UZIMjDBF&sa=D&sntz=1&usg=AFQjCNEB_H8xYa6N86Up95dpGaSyNRf8lg). |
| Curriculum planning and delivery |
| Minimum Provision  Remote education expectations are highlighted in the [guidance for full opening](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res).  GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education.  Curriculum Planning  GOV.UK provides resources on remote education [good practice](https://www.gov.uk/government/publications/remote-education-good-practice) and [how to adapt teaching practice](https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education) for remote education.  The Education Endowment Foundation provides [a support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#closeSignup) designed to help teachers and school leaders support their pupils during remote education.  Curriculum Delivery  GOV.UK provides:   * guidance on [accessing and buying resources for remote education](https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education) * resources on remote education [good practice](https://www.gov.uk/government/publications/remote-education-good-practice) * guidance on [how to access and set up online digital platforms](https://get-help-with-tech.education.gov.uk/digital-platforms) to support delivery * [Oak National Academy](https://www.thenational.academy/2020-21-oak-curriculum) provides resources and guidance on how to map resources to a school’s existing curriculum.   [RNIB Bookshare](https://www.rnibbookshare.org/cms/), 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  GOV.UK provides guidance on:   * assessing pupil progress and providing feedback in the Remote education good practice guidance [assessments and exams](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability) * The EdTech Demonstrator Programme provides [online training videos](https://edtech-demonstrator.lgfl.net/guidance/assessment) for schools on effective assessment and feedback. |
| Communication |
| Realistic expectations of pupils, parents and carers  Remote education expectations are highlighted in the [guidance for full opening](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res).  GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education.  The [school workload reduction toolkit](https://www.gov.uk/guidance/school-workload-reduction-toolkit#communications) provides example communication policies and email protocols.  The Education Endowment Foundation has provided a [guide for schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf) on how to communicate with parents during COVID-19. |
| Safeguarding and wellbeing |
| Ensuring Safety  GOV.UK provides guidance on [Safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)  Schools should also refer to [statutory guidance for schools and colleges on safeguarding children](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2).  Online Safety- GOV.UK provides guidance on:  [Safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)  [Teaching online safety in schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)  Wellbeing - GOV.UK provides advice on supporting pupil [wellbeing during remote education](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#pupil-wellbeing-and-support).  Data Management - GOV.UK provides guidance to support schools:  with [data protection activity](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools), including compliance with GDPR  to be [cyber secure](https://www.ncsc.gov.uk/information/school-governor-questions)  Behaviour and Attitude  GOV.UK provides guidance on [behaviour expectations](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#behaviour-expectations) in schools. |