Review your remote education provision

Schools

January 2021

Last Updated – 22/01/2021

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

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.

Primary Secondary Both

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.	We have senior leaders in place with overarching responsibility for Quality of Education and Remote Learning in all phases. We also have a Secondary Remote Learning Team exploring exemplars/appropriate platforms and guidance to ensure our offer is meaningful, purposeful and robust – we share our finding with Campus SLT and Pastoral Teams to hone our approach and review and revisit it. We also have Trust support from our Director of Performance. We had already scheduled an EdTech Demonstrator who has delivered CPD to Secondary. The revisit (whereby he will explore Teams, we will include Primary as optional CPD. We regularly listen to stakeholders including parental feedback. In Secondary, we have used our knowledge-rich curriculum model with booklets distributed to students which explore, where possible, their usual way of working using Loom videos and Google Classroom and a lesson structure to organise our lesson delivery. In Primary, we use the same platform, and we are replicating the work, taking place in Essential School, and teachers are delivering or embedding direct teaching – Oak Academy or CEC. Whole class feedback in place. See our plan for SEND provision below, which is also on the website.	Consideration of ensuring content is delivered (and pupils watch their Loom videos by embedding questions). Consideration of live learning. CPD linked to remote provision. Consideration of Primary quizzes and refining the processes for checking/feedback – is it having impact? QA of delivery, expectations and outcomes - (explore click view, live google doc, screen shots).	4	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 outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.

Communication	We communicate to all stakeholders via the following means:	We could consider systemising some of the ways we communicate with students – see below plan for regular tutor time and daily accountability.	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.
Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	• All staff email (which goes to governors). • Newsletter to parents weekly. • Weekly Monday briefing with all Secondary staff – Primary uses email with diary dates/email. • CPD/Dept meeting virtually every Tuesday. • Via regular line management meeting with Dept. Leaders or Phase Leaders. • The Quality Assurer for Essential School. • Via Google Classroom to students. • Governance meetings with Quality of Education link/scheduled governance meetings. • Tutor meetings three times a week formulated by HOY. • Primary invited in for whole class reading – Primary have 50% in Essential school in some year groups. • Daily Google Tracker, which feeds into our SEMH support – sign-posting students who need additional help/not engaging –, triage phone calls as a result. • Academic tracker – using our Pastoral Teams/Tutors/Vulnerable groups. Phone calls home. • Regular Group Call correspondence from each phase to parents/carers. • Website. • Remote Parents Evening.	Consider some live lessons and opportunities for engagement including regular whole class feedback (live) which still supports with the workload agenda. (Explore chat function, live background Meet, Year group live lessons- occasional/ random).		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).

	• Visible during drop-offs.			

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 absence data) to help the school respond to changing contexts.	Aware of the workload agenda and have mitigated against this by formulating a plan which incorporates students' usual way of working. Our bespoke tracker is automated and will remove the need for so many tutor phone calls, providing a tiered system, which supports students who are struggling with SEMH and with curriculum content and environmental issues. SLT regularly checking in with staff. We have a clear and structured plan utilising our ITT students and support staff to free up teachers who have greater workload. We have mitigated against the impact of staff being used for testing. Staff have been trained to fulfil new roles in testing and trace. We are looking to increase the amount of support staff in ES as Teachers have a higher workload. Primary have reduced bubble sizes in ES where there has been significant take-up and we have two staff members who monitor with parents/home learning and support where necessary (FT). Primary have closed the school at 12:00pm so staff can work in teams on PPA.	(Evaluating/ measuring impact of remote learning by contacting our trust schools and reading the attached guidance . Implementation of advisory statements) which is an on-going process. Outward approach to improvement. (Practical subjects have unfortunately had to re plan significantly in contrast to core using booklets.) Student attendance is monitored daily via a registration form that both Primary and Secondary students are expected to complete. Attendance for pupils at Essential School provision is tracked on ES registers and marks then transferred onto SIMS. DFE report completed daily which also records staff and pupil COVID related absences. (Fire marshalls and staff on site) and regular risk assessments to check staff ratios. Decide on what percentage of engagement receives phonecall in both phases.	2	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.

Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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.	We have communicated with families to supply Chromebooks to those who need them, equipment and normal working materials have been supplied with additional online versions. In line with government guidance on food packages and these will shortly be replaced with vouchers. Communicated with families about applying for free data allowances through school for mobile devices via the newsletter. Communicated directly with students on how to work on the Google platform. We have provided Google classroom codes and keep lines of communication open via multiple platforms/discussions. Introducing tutor time and wellbeing checks/ registration in Secondary and in Primary we have implemented whole class story time. We have emphasised the need for vulnerable children to be in school and have visited family homes where required to get children into their education. We have coordinated an approach to distributing workbooks in Primary (for large families with significant demand) and we have distributed booklets in our knowledge based curriculum. We are framing conversations positively and offering support rather than sanctions. However we emphasised the provision is not Educare.	Delay in time it takes for Chromebooks to be issued to be explored further. Tech Hub for parents and students on how to use the Google platform etc. 1 hour a week – Meehan?	**4**	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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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.	See above.	We recognised that this is our priority with **some distributed.**		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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
Supporting children with additional needs Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education. 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.	**STRENGTHS Cranbrook Education Campus SEN HOME LEARNING:** Should there be a case for SEN children to work from home, Cranbrook Education Campus will ensure: • Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum (following their usual timetable) so that knowledge and skills are built in, work needs to be clear about what the objectives are in each subject- clear extension tasks where applicable to be completed if the student has 'finished.' • Teachers will check engagement regularly to check how well pupils are progressing through the lessons using our tracker. • Regular contact with children and/or parents via Microsoft Teams or a Telephone call, to ensure that pupils can access learning and that their emotional needs are being met- this will also be logged on the tracker. • We will provide copies of their curriculum booklets/workbooks if needed. • Pupil passports- giving clear advice to staff. • Students will have access to online provisions, such as Lexia, Tassami SP!, Bedrock, Sparx, Numbots, TTRS… • Meetings with external agencies will continue remotely (via phone call or Teams) - SENDCO can attend TAC/Early Help meetings where appropriate. • We can make coloured overlays, ear defenders, reading rulers, pen grips available for collection. • Reviews/contact/support will be conducted via Email, Edukey provision Map or Telephone call.	Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans or children with EHCPs and vulnerable have been invited in/will be offered ES in Secondary. Pupil passports- giving clear advice to staff and staff need directing to these regularly. SENDco to communicate this provision via newsletters in all phases to parents. GAPS: HOME LEARNING Update of resources to all stakeholders. Interventions such as SALT are currently only continuing for those in school- we may want to look into how this can be done remotely and successful. Interventions for EHCP students are more difficult to track if the student is at home.		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. 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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	• Parents of SEND pupils may continue to require our support at this time by email the CEC SEND email the SENDCO email their tutor their head of year. • External agencies will become involved if necessary following the usual graduated response process.			
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.	Home learning tracker in place and being used on a weekly basis by teachers to track daily lessons. Parents and carers are contacted through a tiered system to provide support where engagement is a concern. We have introduced a daily check whereby students can request a phone call if they require extra support. More department time has been provided for checking and monitoring. Class charts is being used to provide positive rewards for engagement.	Daily checks- consider how we will ensure students have attended their lessons. Immediate contact if work is not completed or below standard. How do we know work is completed? Check with wider Trust schools.	2/3	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, including assistive technologies for pupils with SEND.	All students will continue with Bedrock and Sparx and Google Classroom. Students who receive Lexia intervention will still receive Lexia intervention. Subtitles to be added to videos? Teachers- Edutech explaining about Microsoft has taken place and the trainer is returning to look at Teams and Paul Meehan is looking at Google Classroom. Optional for Primary.	Tech Hub for parents and students on how to use the Google platform etc. 1 hour a week – Meehan? DEB to communicate with TC. RXP can explore an automated approach to this.	3	Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.

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.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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	All students are completing their normal timetabled lessons, which are delivered via a blended learning approach with a minimum of Loom videos and Exit Quizes of the planned Booklet-led curriculum in Secondary. In Primary, pupils also follow their normal TT lessons (as detailed above). This equates at a minimum of 5 hours a day. Homework is provided through Knowledge Organisers and blended learning e.g. Seneca, Tassomai in Secondary this is set mainly as challenge tasks at the end of appropriate curriculum areas.	Screen-time considerations to be considered.	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 similar but adapted or one that is completely different.	All students are completing their normal timetabled lessons which are delivered via a blended learning approach with a minimum of Loom videos/Live Teaching and Exit Quizzes of the planned Booklet-led curriculum in Secondary and the planned curriculum in Primary. This equates to a minimum of 5 hours a day.	We just need to focus upon feedback and checking that knowledge is being retained and lessons are sequenced to support this.	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 support their pupils during remote education.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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.	All exercise books and booklets have been sent home to support the continuation of the planned curriculum content. Workbooks in Primary as required. All remote education includes recorded or live teaching or uses other educational providers such as Oak Academy. When recording videos, teachers ensure that they are providing opportunities for students to pause and complete work so that the lesson is between 45 mins and an hour long in Secondary. In Primary similar strategies are used but with more of a focus on younger pupils talking and communicating with adults. Both phases are using Google Classroom. All subjects use google classroom, codes have been supplied numerous times to parents and students and the codes have also been signposted through classcharts. Class charts is used for positive rewards for engagement. Instructions on Google classroom as consistently formatted across the curriculum.	Consistency in place where ending of the lesson to support wellbeing breaks.	4	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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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.	Teachers respond on google classrooms during lessons. Exit quizzes provide instant assessment for learning and immediate feedback in Secondary. In Primary, there is teacher feedback which is whole class and currently weekly. All of our platforms are self-marking to provide instant feedback. Feedback is firstly positive not highlighting students who have not engaged. Staff workload has been considered and will continually be reviewed. Staff are providing whole class feedback via a number of methods (see above) however, this needs to be systemised for a consistent approach in Secondary (and improve where we are) and Primary are at this point.	Checking whole class feedback and considering our approach being daily. Checking of understanding of lessons in real time needs some more attention. Systemise responses on Google Classroom through training. Embedded Qs into recorded video to check pupils are actually watching them in Secondary. Live/recorded feedback (weekly). Need to come up a working consistent approach appropriate to each subject working with the Headteacher of Primary, even down to the instruction allows a flow of lessons and is consistent. Extended writing?	2	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.

Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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.	Aware of all the advisory guidance from the DfE and are using it to audit where we are and ask questions about where we are going. SLT all becoming aware through work from Primary Headteacher and Secondary Deputy, and through CORE SLT discussions.	We need staff to be aware of the driving force and the rationale of our approach – whilst currently they are aware of just their expectations. Sharing documentation and a presentation to staff identifying the advisory guidance which is likely to become statutory.	2	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. 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.	All staff have a visualiser in Secondary, which was provided as part of our teaching and learning policy, and all staff have access to laptops provided by the school. Staff with children are being considered on a case-by-case basis in line with trust guidance, which is to put childcare first, and we are working with staff to support each individual context. Survey has been sent out and rota designed around this information. CPD remains fortnightly linked to remote learning in addition to Seneca linked to pedagogical knowledge – optional for the latter.	Additional survey to adapt to changing situations? Visualisers for Primary staff. SEND to communicate SEND expectations/ support to all staff. Support staff to look into immersive reader on Microsoft. Review provision of training and ensure that training is linked to appropriate content.	3	The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with 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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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 the EdTech Demonstrator Programme and curriculum hubs.	Meeting with St Luke's and exploring their live provision. All departments are using curriculum collaboration links in Secondary. Jon Lunn (Performance Director) is instrumental in organising meetings. Members of SLT have investigated Trust wide approaches to blended learning and live lessons. Q of E leads have read all the advisory guidance from DfE and used this as a way to ask other context questions.	Are common curriculum leads going to instigate a meeting? Q of E to explore. Survey to all Secondary teaching staff to ask the above question regarding to liaising with their common curriculum counterparts to adapt to remote learning. Primary will be utilising support from NLE, Siobhan Meredith and Subject Leaders are meeting with their counterparts. Share areas we have looked into embedded into this document/taken from other colleagues in a forum. This might be organised by Jon Lunn? CEC Primary are part of a Phonics' Hub and a Maths hub. Maths and English leads attend Subject Leader briefings. CEC Secondary have access to Maths Hubs via Ollie Milverton. DEB and VT run an English network.	3	There are several school-to-school support networks which you can make use of, including**:** • The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs. • 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.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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).	Written multiple letters home to communicate our remote learning plan to parents. We are nearly at the point where we can publish our remote education plan on our website and we have communicated how pupils access their remote curriculum and how long for. Year 11 have been written to explicitly in order to alleviate any concerns about the impact that our new way of working will have on their examination outcomes. Parents have written thanking for the reassurance. Google classroom affords us the ability to submit assignments. As above.	Wellbeing? Consistency? 45 Mins. Communicate to staff.	3	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 lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	Tutor time registration/reading in Primary. Newsletter. See above communication plan and all references to virtual learning and encouraging shared reading. **Intel badges** – pupils will still receive house points and they will get a badge when they have received a particular amount of house badges.	Charlotte James. Speak to other Trusts. Online safety – communication. Mental Health and Physical Health. **Q of E Remote Learning Leads to meet with Charlotte James – our Rewards' Coordinator, to explore plans.**	3	Liaised with Neil Dyke :- **around the world challenge.** Pupils/parents/carers and teachers complete Google Forms of how many miles of exercise they do and the house who gets the most miles wins (instead of going around the world they do Land's End to John O' Groats). **Postcards group calls** – teachers will pick one pupil from each class and will send a group call to the pupil's parent to inform them about their achievements in that subject.

				Shout out Fridays – pupils will be given an opportunity to shout out to their peers during registration about something they have achieved this week – linked to family exercise and kindness.

Safeguarding and wellbeing

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

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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.		Internet safety for all phases. (During registration time-assembly?) Signposting – pastoral leaders to add to.	2	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 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.		Internet safety for all phases. (During registration time-assembly?) Signposting – pastoral leaders to add to.		GOV.UK provides guidance on: • 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.		Students have the opportunity to ask for a tutor/Head of Year phone call each day through the attendance welfare tracker. Tutors make contact with parents at least once a week. Pupils have three live tutor periods a week. Vulnerable students are monitored and tracked by key workers and a bespoke tracking and monitoring package of support.	4	GOV.UK provides advice on supporting pupil wellbeing during remote education.
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).				GOV.UK provides guidance to support schools: • with data protection activity, including compliance with GDPR • to be cyber secure

27

Behaviour and attitude		As our remote package of online learning evolves our behaviour for learning remote learning rules are continually changing to keep both staff and students safe. Agreed protocol of behaviour – Staff, recording all live lessons and blurring backgrounds. Students appropriate dress, language and conduct during lessons and in chat box.	3	GOV.UK provides guidance on behaviour expectations in schools.
There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.				

Follow us on Twitter:
@educationgovuk

Like us on Facebook:
facebook.com/educationgovuk