



Department
for Education

Review your remote education provision

Schools

January 2021

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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.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>Headteachers – monitor quality of provision for each year/teacher.</p> <p>Subject Leaders do monitoring through drop in sessions.</p> <p>UL Subject Advisors support English and Maths delivery by offering coaching and mentoring</p> <p>Three lessons a day expectation / non-negotiable for remote live teaching</p> <p>All pupils moved to TEAMS classroom.</p> <p>All pupils yr2-6 have chrome book to ensure access.</p> <p>Dongles provided for pupils with no internet.</p> <p>TA provide small group work and 1:1 support for high level needs and vulnerable learners.</p> <p>All TAs have Chromebook to allow link up and provide support to pupils in Wave 2,3</p>		5	<p>To help develop your remote education plan:</p> <p>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.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus</p>

	Majority of Vulnerable (EHCP / Social Care) pupils in school accessing live link up lessons.			outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>All governors are informed and data of attendance of live lessons is shared at governance and Trust.</p> <p>Parents are contacted daily if pupil is not logged on and support given if technical issue. E.g Home visit</p> <p>Website up to date with contingency of learning plan.</p> <p>Safer Internet support on ESafety page of website</p>		5	<p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>

<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ol style="list-style-type: none"> 1. understanding the impact on staff workload and how to mitigate against it 2. staffing changes 3. having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<ol style="list-style-type: none"> 1. Staff wellbeing strategy is running alongside to support staff. Training in place for skill support on remote learning: universal , bespoke and personalised. 2. Cover system in place with pair/year group teaching to support sickness and workload 3. Exel sharepoint system is accessible for teachers/TAs to access attendance and information shared by parents supporting absence procedures. 		5	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • 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
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Remote education context and pupil engagement

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

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<p>Personalised well being calls in place to ensure link up to learning.</p> <p>Any pupils unable to access due to home circumstance is classed as vulnerable learner and attends school if needed.</p> <p>Chromebook supplied to all pupils in 2-6 to ensure access and no child left behind.</p> <p>Any child that does not have a device in 1-EYFS given chromebook.</p> <p>Internet devices shared if needed to support link up.</p> <p>Teachers using weekly phone calls to pupils to ensure well being.</p> <p>Well being /PSHE sessions introduced to support loneliness from peers.</p> <p>Camera policy introduced and shared with families so pupils can see peers.</p> <p>Learning all placed through teams. Year 3-6 skills developed during Autumn term within school.</p>		5	<p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>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.</p>

	Mental Health support shared in weekly newsletter to parents and on website			
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>All pupils in years 2-6 were given a Chromebook device</p> <p>All pupils were supported to get internet if needed through government scheme or dongles</p> <p>Any pupil not linking up regularly was added to vulnerable list and attended school where possible.</p>		5	<p>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.</p> <p>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.</p>
<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right</p>	<p>Vulnerable learners not accessing acceptable learning remotely attended school.</p> <p>TAs provided 1:1 when well-being was a concern for EHCP / vulnerable learners.</p>	Ensuring learning needs were consistently met for SEND pupils in all classes	4	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.

<p>structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>SENCo made links with EHCP pupils that found learning hard and support offered to parents.</p>		<p>The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p>
<p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>Attendance data collected daily and first day calling in place for pupils not logging on. Attendance Officer/Safeguarding Team calling any vulnerable learner. Teachers follow up absence. This was daily.</p>	<p>5</p>	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress.</p>
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education,</p>	<p>Teacher coached children to use the TEAMS classroom. Year 3-6 were taught within Autumn term to ensure understanding of Chromebook</p>	<p>5</p>	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance</p>

including assistive technologies for pupils with SEND.	systems and TEAMS functionality. Home visits and support offered for pupils unable to log on.			to pupils on how to use the technology.
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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.

Scoring

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Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • 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 	<p>Three live lessons a day: English, Maths daily. Science, Humanities and Art Weekly.</p> <p>Spring Curriculum followed.</p> <p>Tutoring in place for pupils with gaps.</p> <p>Assignments set through teams for all independent task.</p> <p>Rosenshine Principles of Instructions: modelling, small steps, recall and review used in live lessons, independent study and recall /review in assessments set.</p>		5	<p>Remote education expectations are highlighted in actions for schools during the coronavirus outbreak.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p>
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p> <p>This could include a remote curriculum that is identical to the one taught in class, one that is</p>	<p>Three live lessons a day: English, Maths daily. Science, Humanities and Art Weekly.</p> <p>Spring Curriculum followed.</p> <p>Tutoring in place for pupils with gaps.</p> <p>Assignments set through teams for all independent task.</p> <p>Rosenshine Principles of Instructions: modelling, small</p>		5	<p>GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.</p> <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders</p>

<p>similar but adapted or one that is completely different.</p>	<p>steps, recall and review used in live lessons, independent study and recall /review in assessments set.</p>			<p>support their pupils during remote education.</p>
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Three live lessons a day: English, Maths daily. Science, Humanities and Art Weekly. Spring Curriculum followed. Tutoring in place for pupils with gaps. (1:1 and small group) Assignments set through teams for all independent task. Rosenshine Principles of Instructions: modelling, small steps, recall and review used in live lessons, independent study and recall /review in assessments set.</p>		<p>5</p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>

<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>TEAMS assignments, POP quizzes and forms used for formative assessment through remote learning lessons.</p> <p>Review and Recall used in live teaching.</p> <p>Notebook used to feedback and share whole class discussions.</p> <p>iWhiteboard introduced to support immediate AfL</p>		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p>
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Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>On-going training and weekly briefing were used to share ideas and good practice</p> <p>Subject Leaders support and coached staff in quality of remote teaching</p> <p>CPD sessions shared good practice from recorded lessons</p> <p>Subject Advisors modelled affective remote lessons</p>		5	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <p>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.</p>	<p>On-going training and weekly briefing were used to share ideas and good practice</p> <p>Subject Leaders support and coached staff in quality of remote teaching</p>		5	<p>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</p>

<p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>CPD sessions shared good practice from recorded lessons</p> <p>Subject Advisors modelled affective remote lessons</p> <p>TEAM14 offered coaching for staff weekly.</p>		<p>online platforms and resources, including for children with SEND.</p> <p>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.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like</p>	<p>The school worked in partnership with local school and the Trust to share practice.</p>	5	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into

<p>the EdTech Demonstrator Programme and curriculum hubs.</p>				<p>teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none"> • 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
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Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

Scoring

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Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>Personalised approach used for parents if needed.</p> <p>Teachers and IT support and safeguarding team aligned in their approach to remote learning especially vulnerable pupils likely to not access.</p> <p>Risk management in place to mitigate families of concern.</p> <p>Website and Sways produced to support link ups.</p> <p>Pupils all given 365 accounts to ensure access through their own chromebook.</p> <p>Expectations made clear for parents of offer.</p>		5	<p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p>
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive</p>	<p>Weekly assemblies continued remotely with learning wards.</p> <p>Weekly assemblies for SMSC/PSHE took place to bring sense of community.</p>		5	

lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	Weekly lessons with cameras on to link class families to support pupils reconnecting			
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Safeguarding and wellbeing

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

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>Amendment to safeguarding policy in place.</p> <p>Daily calling for non-attendance from safeguarding team.</p> <p>CPOMS used for communicating concerns.</p> <p>Staff awareness of remote learning and signs to be aware off.</p>		5	<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Dedicated website page and weekly links to on line safety shared in newsletters. Remote assemblies on E-safety.</p>		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools
<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential</p>	<p>Weekly assemblies continued remotely with learning wards.</p> <p>Weekly assemblies for SMSC/PSHE took place to bring sense of community.</p>		5	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>

<p>wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Weekly lessons with cameras on to link class families to support pupils reconnecting.</p> <p>Safeguarding updates shared.</p>			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Policy in place. Staff reminders during lockdown to raise awareness.</p>		5	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Behaviour Policy shared with pupils and parents around remote learning expectations.</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>



Department
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