



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.

# 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. Embedded	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><b>Remote education plan</b></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</p>	<p>The remote education plan is overseen by the HT with the day to day implementation being monitored by the DHT. The SLT meet weekly to review the plan to ensure that the online offer meets the needs of our pupils and DfE requirements. SLT liaise with</p>			<p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools</p>

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<p>Not yet in place or there are major gaps.</p>	<p>Identified gaps but a plan is being developed to address them.</p>	<p>In the process of implementing systems and practices to address this.</p>	<p>Practices and systems are in place with minor gaps.</p>	<p>Practices and systems are fully embedded, and there are examples of best practice.</p>
<p>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>phase colleagues to ensure effective and consistent delivery of the learning throughout the school.</p> <p>The plan to provide a balance of live teaching, self-directed study, access to educational videos and other learning experiences is supported by 1:1 sessions for children with EHCPs or identified barriers to learning, further focussed sessions to reinforce concepts for those who require it, and group sessions to challenge the more able.</p> <p>The plan is introduced incrementally so that the activities are embedded and sustainable before developing further ideas</p>			<p>and colleges, and <a href="#">guidance</a> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p><a href="#">Cyber security in schools: questions for governors and trustees</a> gives guidance on how to remain cyber-secure.</p> <p>Refer to <a href="#">Oak National Academy for help to deliver a planned curriculum for all.</a></p>

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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.
<p><b>Communication</b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>The school community is informed through regular newsletters from the headteacher, updates from the teachers on DB Primary and with an outline on the school website. Further information is provided to governors by the headteacher.</p>	<p>Judging by some messages to the school, some parents are not fully aware of the specific offer that the school is making.</p> <p>Some parents are also comparing our offer with other local schools, particularly in relation to live online teaching</p>		<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 <a href="#">about their remote education provision on their websites for parents</a>.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to</p>

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				communicate with parents during COVID-19.
<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the impact on staff workload and how to mitigate against it</li> <li>• staffing changes</li> <li>• having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>The SLT meet regularly to review feedback from parents, teachers and other stakeholders.</p> <p>The awareness of teacher workload has informed the strategy of developing the provision incrementally(allowing staff to get used to fulfilling one aspect of remote education well before moving on) – this not only ensures teachers do not become overwhelmed, it also ensured sustainability and the chance of informed feedback before implementing a further aspect.</p>	More specific data on the impact on teachers is required		<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></li> <li>• <a href="#">full opening for schools: school workforce</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>

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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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Home environment</b></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"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p>Teachers report if any children are causing concern, particularly in relation to their welfare or their ability to access online learning – a log is kept</p> <p>Guidance was sent to parents/pupils on how to manage work remotely</p> <p>Advice and support regarding mental health is a regular feature of the frequent school communication.</p>	<p>Need to refresh guidance for families as the pandemic continues to affect schooling</p> <p>Ensure that mental health week is marked with meaningful and pertinent activities and opportunities for the children.</p>		<p>The EdTech Demonstrator Programme's <a href="#">remote education roadmap</a> 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 <a href="#">Get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>

<p><b>Laptops, tablets and internet access</b></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>Teachers alert HT/ DHT if they feel a child is not accessing learning due to a lack of devices or internet access</p> <p>Parents/ carers are informed that they can contact the school if they cannot access the online learning provided by the school.</p> <p>SLT have log of all concerns raised by teachers</p> <p>HT has log of all parents who have requested help in accessing online learning</p> <p>Priority list for distribution of DfE laptops (FSM first, then chronological with consideration being given to exceptional need)</p>	<p>DfE allocation ran out very quickly – fundraising for additional devices</p> <p>Some school based devices need updating to ensure that most recent programmes can run effectively on them. Teachers/ TAs are finding that their live work is affected by equipment struggling to cope with new demands</p>		<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <a href="#">how to set up a virtual classroom</a> and how to <a href="#">embed technology into teaching practice</a>.</p> <p>Where pupils might lack digital access, schools should refer to the <a href="#">get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</p>
<p><b>Supporting children with additional needs</b></p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right</p>	<p>SENCo has close contact with families of children with EHCP, this ensures a flexible approach that can accommodate varying degrees of need.</p>			<p>The EdTech Demonstrator Programme has made <a href="#">a range of SEND resources</a> available for schools and colleges, including webinars on how to support pupils with SEND.</p>

<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 works closely with parents to ensure appropriate material is available.</p> <p>Systems are in place to ensure that core programmes (IDL, for example) can continue remotely</p> <p>EHCP/ vulnerable children are receiving two additional live sessions</p>		<p>The guidance for full opening f provides guidance on how schools should support <a href="#">pupils with SEND and vulnerable children</a>.</p> <p><a href="#">Oak National Academy provides resources for teachers to support children with additional needs</a>.</p>
<p><b>Monitoring engagement</b></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>Teachers keep records of those children who are not engaging with online activities and follow up with parent if there is a lack of participation. SLT will support if teacher's efforts are unsuccessful in generating participation.</p>	<p>Central register needs to be more systematic</p>	<p>Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance</a>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress</a>.</p>
<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education,</p>	<p>Where this is applicable it will be provided</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.				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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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Minimum provision</b></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"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<p>The school provides learning opportunities designed to be completed in three hours throughout the school</p>			<p>Remote education expectations are highlighted in <a href="#">the guidance for full opening</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p>
<p><b>Curriculum planning</b></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>The learning activities that are planned are based on the relevant aspects of the national curriculum balanced with the testing that was undertaken in September when the children returned to school full time following the initial national lockdown.</p> <p>Each day the children receive 1 maths activity, 1 English</p>			<p>GOV.UK provides resources on remote education <a href="#">good practice</a> and <a href="#">how to adapt teaching practice</a> for remote education.</p> <p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p>

<p>similar but adapted or one that is completely different.</p>	<p>activity and 1 activity based on topic work. Topics are equivalent to those planned to be delivered in school.</p> <p>Children receive a weekly lesson in Spanish.</p> <p>Upper KS2 children receive a weekly music lesson (to be rolled out to Lower KS2 after half term)</p>			
<p><b>Curriculum delivery</b></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</p>	<p>The school uses the DB Primary digital platform as a base for its remote learning</p> <p>Tasks and projects are uploaded on to this platform to be completed by the children with the results uploaded as appropriate</p> <p>Live lessons, group work and meetings take place on Microsoft Teams</p> <p>The learning consists of</p> <ul style="list-style-type: none"> <li>- Live class lessons</li> <li>- Recorded lessons</li> <li>- Paper based activities with explanations</li> <li>- Links to Oak Academy/ BBC recorded lessons</li> </ul>			<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">accessing and buying resources for remote education</a></li> <li>• resources on remote education <a href="#">good practice</a></li> <li>• guidance on <a href="#">how to access and set up online digital platforms</a> to support delivery</li> <li>• <a href="#">Oak National Academy</a> provides resources and guidance on how to map resources to a school's existing curriculum.</li> </ul> <p><a href="#">RNIB Bookshare</a>, which was established through DfE's pilot load2learn, is providing on-demand access to over</p>

<p>for all pupils, including those with SEND.</p>	<ul style="list-style-type: none"> <li>- Live group lessons for focussed learning and feedback</li> <li>- 1:1 live sessions for pupils with EHCP/ vulnerable pupils</li> <li>- Recorded audio to accompany powerpoint slides for to enable all learners to access content</li> </ul>			<p>350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</p>
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<p><b>Assessment and feedback</b></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>Teachers use live teaching time to ascertain understanding as they would if teaching in class</p> <p>Focussed group activities can address misconceptions and provides opportunities for specific feedback</p>			<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">Remote education good practice guidance</a></li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> 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><b>Effective practice</b></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>SLT meet regularly to review remote learning offer and meetings held with teachers to ensure common understanding of requirements from DfE and those appropriate to the school.</p> <p>Training is always provided for teachers and support staff to enable them to utilise the technology available</p> <p>Feedback is taken from teachers and ideas and suggestions always considered. New or updated strategies are implemented with consideration given to workload issues</p> <p>Feedback is taken from parents and all reasonable suggestions are considered</p>	<p>Review of any gaps in knowledge and skills of staff to enable effective delivery of our remote curriculum</p>		<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p>
<p><b>Staff capability</b></p> <p>Staff have access to the digital</p>	<p>Staff have access to all necessary resources.</p>	<p>Some devices are old and have caused interruptions in delivery</p>		<p>The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support</p>

<p>resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</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>Training is always provided to those who need it. Computing had offered 1:1 tutorials in DB Primary, DHT provided bespoke training to teachers and TAs in how to use Microsoft Teams</p>	<p>of learning – these need replacing with no funding available</p>	<p>for teachers on how to deliver good remote education. This includes guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p> <p><a href="#">RNIB Bookshare</a>, 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 pupil with a <a href="#">print disability</a>.</p> <p><a href="#">pdnet</a> provides free <a href="#">training events</a> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p><b>Strategic partnerships</b></p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps,</p>	<p>Local school partnership has provided support and direction in developing remote learning offer. Schools vary widely in what they are offering</p>		<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EdTech Demonstrator Programme</a> for advice and</li> </ul>

<p>including via established school-to-school support networks like the <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p>	<p>Local deanery schools provide direction and support</p> <p>EPHA provide regular training and updates</p>			<p>guidance on remote education, <u>including</u> how to embed technology into teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none"> <li>• <a href="#">Maths hubs</a> to improve maths education</li> <li>• <a href="#">English hubs</a> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <a href="#">Computing hubs</a> to improve the teaching of computing and increase participation in computer science</li> </ul>
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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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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Realistic expectations of pupils, parents and carers</b></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>Information about our remote learning is published on the school website and communicated to families by regular newsletter</p> <p>Guidance is available to parents via the school website. The school has produced a booklet 'How To Support Your Child During Lockdown' to support parents</p>			<p>Remote education expectations are highlighted in the <a href="#">guidance for full opening</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>The <a href="#">school workload reduction toolkit</a> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during COVID-19.</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain</p>	<p>Children have participated in:</p> <ul style="list-style-type: none"> <li>Whole school assembly</li> <li>Whole school Mass</li> <li>Sports events</li> <li>Spelling Bee competition against partnership schools</li> </ul>			

a sense of community and belonging, especially disadvantaged and SEND pupils.				
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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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Ensuring safety</b></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>Teachers are aware that safeguarding remains a priority at all times</p> <p>The introduction of CPOMs has made the passing on of safeguarding information very efficient during lockdown</p>			<p>GOV.UK provides guidance on <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></p> <p>Schools should also refer to <a href="#">statutory guidance for schools and colleges on safeguarding children.</a></p>
<p><b>Online safety</b></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>Online safety is a priority for teachers</p> <p>Teachers look out for safeguarding concerns when children are online, and investigate if they are offline unexpectedly</p>			<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">Teaching online safety in schools</a></li> </ul>
<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential</p>	<p>SLT attended Diocesan training base on mental health and well being of all stakeholders</p>			<p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education.</a></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>Vulnerable pupils have twice weekly 1:1 sessions with teacher or teacher and LSA</p>			
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Advice and guidance on GDPR is obtained from the London Borough of Enfield.</p>			<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>• with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>• to be <a href="#">cyber secure</a></li> </ul>
<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>A school behaviour code was introduced for online work</p>	<p>The school's behaviour code needs continual review and adaptation to meet the changing dynamics of online learning and learning from the experiences of other schools</p>		<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>

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