

Review your remote education provision

Schools

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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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak) and the [COVID-19 guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term) 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](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-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
 | 1. Develop and plan
 | 1. Implement
 | 1. Embed
 | 1. 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.

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.  | DH and LP monitoring quality of teaching and learning to ensure there is consistency and education of a good quality.We have created a plan for each phase group that is appropriate for the children’s age and ability. The plan ensures there is a good balance between digital learning and paper based activities as well as a wide variety of ‘getting outside and being active’ activities. Many vulnerable children are in school or are invited to zoom meets. SEND children as above. Small group and 1:1 zoom sessions are happening across the school.Children with EAL are continuing to receive their EAL intervention program remotely.Children who are struggling emotionally are supported through school therapist virtually or on site.Music lesson are happening via zoom.This provision is all aligned to our current curriculum therefore the majority of the curriculum content will be covered this year.Subject leaders are ensuring their subject is being taught. | Not all SEND children are engaging despite the school trying every avenue. | 4 | To help develop your remote education plan: The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes [short videos](https://edtech-demonstrator.lgfl.net/guidance/contingency) developed by schools and colleges, and [guidance](https://edtech-demonstrator.lgfl.net/guidance/strategy) on how to embed digital technology to support remote education. GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education.For guidance on how to remain cyber-secure, please refer to [Cyber security in schools: questions for governors and trustees](https://www.ncsc.gov.uk/information/school-governor-questions).Read the guidance on [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support) and refer [to Oak National Academy](https://www.thenational.academy/2020-21-oak-curriculum) for help to deliver a planned curriculum for all.  |
| **Communication**Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education. | The school is in regular contact with the CoG (twice a month) and full gov meetings are now more frequent to keep them informed.The school’s information about remote learning is published on the school website as well as the phase group break down.Parents have been informed through the weekly newsletter.The remote learning package has been designed by the staff so that it is appropriate for their children and to ensure it doesn’t impact on work life balance.  | To ensure parents are really clear of the schools provision for remote learning- resend in newsletter and post on website | 4 | Ensure governors, staff, parents and carers are aware of the school’s remote education provision by maintaining regular communication and providing updates on any changes to the provision.GOV.UK provides guidance to support schools to [publish information about their remote education provision on their websites](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template) for parents. The Education Endowment Foundation has provided a [guide for schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf) on how to communicate with parents during coronavirus (COVID-19). |
| **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
 | All staff are working in school unless they are vulnerable in order to support each other. TA’s are deployed skilfully to ensure CT’s are provided with more non-contact time in order for them to prepare, teach and record lessons for children learning at home. Staff workload has increased considerably. The SLT continue to investigate ways to ensure work/life balance is maintained.Teacher’s across phase groups plan for each other e.g. 1 will plan literacy, 1 numeracy, 1 topic.We have organised contingency plans if a member of staff is unable to work due to illness.There are effective procedures in place that inform the school of illnesses amongst the school community. | Need to continue to ensure staff are being effective with their work and using their team to support them, this may involve different classes doing different jobs or seeing a whole phase as one class e.g. interventions in KS1 and IT expertise.  | 4 | GOV.UK provides the following guidance: * [recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year)
* [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support)
* [remote education good practice](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision)
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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.

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| 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 provided laptops to struggling families for a variety of reasons these have been given out freely without question. We have offered parents data boosters via national schemes. We know our families well and regularly phone those more vulnerable to ensure they are all ok.Where families are showing signs of vulnerability the school has offered to support those children in school.We have a weekly PSHE session that is targeted towards growth mind-set, mindfulness, resilience, looking after yourself, making mistakes, kindness, perseverance and Take 10 principles | Research metacognition. | 4 | The EdTech Demonstrator Programme’s [remote education roadmap](https://edtech-demonstrator.lgfl.net/guidance/steady-ready-go) supports schools to adapt their remote education provision depending on a pupil’s home environment.Where pupils might lack digital access to support the school’s remote education provision, schools should refer to the [get help with technology during coronavirus (COVID-19)](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) guidance for support on providing pupils with [laptops, tablets](https://get-help-with-tech.education.gov.uk/devices) and [internet](https://get-help-with-tech.education.gov.uk/internet-access).The Education Endowment Foundation provides a [metacognition and self-regulation toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning. |
| **Laptops, tablets and internet access**Where 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. | Digital devices lent to those that need them e.g. families only one device but more than one child.Paper copies of learning offered to those that need it. Vulnerable children are invited into school.Extra children are in school due to their experiences from previous lockdowns.  |  | 4 | Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on [how to set up a virtual classroom](https://edtech-demonstrator.lgfl.net/guidance/getting-started) and how to [embed technology into teaching practice](https://edtech-demonstrator.lgfl.net/guidance/strategy).Where pupils might lack digital access, schools should refer to the [get help with technology during coronavirus (COVID-19)](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) guidance for support on providing pupils with [laptops, tablets](https://get-help-with-tech.education.gov.uk/devices) and [internet](https://get-help-with-tech.education.gov.uk/internet-access). |
| **Supporting children with additional needs**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. | Small group or 1:1 sessions are being provided through zoom.Many high needs/SEND children are in school.There is regular contact with the child and their CT and SENDCo and HT are also contacting parents.Learning is differentiated for SEN children and they have access to extra support via zoom. 1:1 Zoom sessions and interventions. We have been flexible with our provision for SEND children in school.  |  | 4 | The EdTech Demonstrator Programme has made [a range of SEND resources](https://edtech-demonstrator.lgfl.net/guidance/special-educational-needs) available for schools and colleges, including webinars on how to support pupils with SEND.The guidance on [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support) provides guidance on how schools should support [pupils with SEND and vulnerable children](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#vulnerable-children).Oak National Academy provides [resources](https://classroom.thenational.academy/specialist) for teachers to support children with additional needs. |
| **Monitoring engagement**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. | Staff have developed their own systems. A member of staff contacts the children that haven’t engaged in a week to ensure everything is ok.During weekly staff meetings staff share concerns for any families/ children |  | 4 | Advice on how schools should monitor engagement is highlighted in the [remote education expectations guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res).EdTech Demonstrator networks have produced a range of webinars and tutorials, including [sharing advice and top tips on ways to monitor and evaluate progress](https://www.google.com/url?q=https%3A%2F%2Flgfl.planetestream.com%2FView.aspx%3Fid%3D4384~4t~UZIMjDBF&sa=D&sntz=1&usg=AFQjCNEB_H8xYa6N86Up95dpGaSyNRf8lg). |
| **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. | The school has provided children with technology and online platforms that are embedded within the school therefore they are very familiar with them. This is why we chose not to change to a new platform like Google Classroom. When children return to school we will ensure any new technology is taught face to face.  |  | 4 | 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.

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| --- | --- | --- | --- | --- |
| 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
 | Our curriculum provides this amount of work each day. |  | 5 | Remote education expectations are highlighted in [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support).GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education. |
| **Curriculum planning**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. | Remote education is identical to the one taught in class | Ensure the children at home have the same opportunities as those in school. Ensure parents are given time to prepare resources such as paint so they can access the learning opportunities.  | 4 | GOV.UK provides resources on remote education [good practice](https://www.gov.uk/government/publications/remote-education-good-practice) and [how to adapt teaching practice](https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education) for remote education. The Education Endowment Foundation provides [a support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#closeSignup) designed to help teachers and school leaders support their pupils during remote education. |
| **Curriculum delivery**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. | See plans-Our home learning teaching mimics the school based learning. Children have a ‘whole class’ input then are expected to work independently to complete their activities and in upper Key Stage 2 this is followed up with a Zoom meet. Younger and those that need more support might need to be supported by an adult at school or at home. We have tried to ensure younger children still have lots of play in their learning and that they are provided with activities that they can complete independentlyWe use Seesaw KS1 and KS2 and Tapestry EYFS platforms these are fully embedded within our school.  | Check younger children’s learning has elements of independence so that parents can leave them for some time.  | 4 | GOV.UK provides:* guidance on [accessing and buying resources for remote education](https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education)
* resources on remote education [good practice](https://www.gov.uk/government/publications/remote-education-good-practice)
* guidance on [how to access and set up online digital platforms](https://get-help-with-tech.education.gov.uk/digital-platforms) to support delivery
* [Oak National Academy](https://www.thenational.academy/2020-21-oak-curriculum) provides resources and guidance on how to map resources to a school’s existing curriculum.

[RNIB Bookshare](https://www.rnibbookshare.org/cms/), which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments. |

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| **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. | Our school’s assessment procedures are still in place to ensure children are making progress during a unit of work. (Snowflake and Sunshine)Parent evenings will occur online once again and are scheduled for Early March.Regular feedback is provided to each child through written, annotated and verbal feedback. What has been highly effective is the use of Seesaw for this. The children are able to make changes and progress in their learning.  | SLT to check on children’s progress at end of half term. | 4 | GOV.UK provides guidance on:* assessing pupil progress and providing feedback in the [remote education good practice](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision) guidance
* [assessments and exams](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability)

The EdTech Demonstrator Programme provides [online training videos](https://edtech-demonstrator.lgfl.net/guidance/assessment) for schools on effective assessment and feedback. |

## Capacity and capability

Schools support staff to deliver high-quality remote education.

### Scoring

| 1. Identify
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 |
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| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| Effective practiceSenior 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. | SLT research and ensure staff are kept up to date with developments and recent research and guidance. We ensure we take a measured approach and only implement new ideas if they will make a positive impact to the children’s learning. |  | 4 | The Education Endowment Foundation provides [a support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#closeSignup) designed to help teachers and school leaders support their pupils during remote education.GOV.UK provides a [good practice guide](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision) to support schools in their delivery of remote education.The EdTech Demonstrator Programme provides guidance on [how to use online platforms and resources](https://edtech-demonstrator.lgfl.net/guidance), 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. | New laptops and iPads have been purchased by the school before lockdown 3 in anticipation of the continual virtual learning. Staff now have good quality resources they can use. We support each other and ensure consistency. Training and CPD is provided as we discover new methods through our weekly staff meetings, some examples of this were updates to Zoom, using the Loom app and use of voiceovers using PowerPoint. Updates on Seesaw are disseminated to staff as and when needed.Staff share new ideas that they have discovered.  |  | 4 | The [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) 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](https://edtech-demonstrator.lgfl.net/guidance), including for children with SEND.[RNIB Bookshare](https://www.rnibbookshare.org/cms/), which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment.[pdnet](https://pdnet.org.uk/) provides free [training events](https://pdnet.org.uk/meetings-and-conferences/) for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND. |
| **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](https://edtech-demonstrator.lgfl.net/home) and curriculum hubs. | Support is at the HT level not with staffEYFS TA’s are involved with new phonics intervention program through DfE catch up offer. |  | 3 | There are several school-to-school support networks which you can make use of, including**:** * The [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs
* [Maths hubs](https://www.gov.uk/guidance/get-support-from-your-local-maths-hub) to improve maths education
* [English hubs](https://www.gov.uk/guidance/get-support-from-your-local-english-education-hub) to improve teaching of phonics, early language and reading in reception and year 1
* [Computing hubs](https://www.gov.uk/guidance/get-support-from-your-local-computing-hub) 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.

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| **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). | Staff have communicated key skills to parents.Children are using Seesaw which is embedded in school. Older children have it communicated clearly and if they engage with all the work the fulfil the full hours required. | We could provide parents with support through our website for this. | 4 | Remote education expectations are highlighted in the [actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support)GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education.The [school workload reduction toolkit](https://www.gov.uk/guidance/school-workload-reduction-toolkit#communications) provides example communication policies and email protocols.The Education Endowment Foundation has provided a [guide for schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf) on how to communicate with parents during 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. | Whole school Zoom assembly each week.Class assemblies’/catch ups daily in KS1 and KS2.Weekly assembly/catch up for EYFSWeekly challenges for the whole school.1:1 chats and small group chats for any child that needs it.  |  |  |  |

## Safeguarding and wellbeing

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

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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. |

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| --- | --- | --- | --- | --- |
| 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. | As staff are in school safeguarding measures are as normal. Any comments children make on ‘chat’ are approved first through Seesaw.Cpoms is used widely across the school. | Remind parents of route to report any safeguarding issues in Newsletter.  | 4 | GOV.UK provides guidance on [safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19).Schools should also refer to statutory guidance for schools and colleges on [safeguarding children](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). |
| **Online safety**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.  | Staff code of conduct still applies ensuring they are fit to work and setting good examples. Parents and carers are aware of the adults that will be conducting Zoom sessions and the sites they are being directed too are safe and secure.Communication between school and home is always done in school hours, using school channels, school emails and school devices. Staff do not share personal information.Online safety for children is taught explicitly. | We need to ensure parents know who to expect will be Zooming into their homes Share information with parents during Internet Safety week about setting age appropriate Parental controls and internet filters on their devices. Ensure parents are clear where they can report unsuitable behaviour online.  | 3 | GOV.UK provides guidance on: * [safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)
* [teaching online safety in schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)
 |
| **Wellbeing**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. | During weekly staff meetings staff share concerns for any families/ children.Parents encouraged to contact the school if any problems arise.School’s ‘Play Therapist’ is available on site and remotely for children that need support. |  | 4 | GOV.UK provides advice on supporting pupil [wellbeing during remote education](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#pupil-wellbeing-and-support). |
| **Data management** The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | We are compliant with GDPR and have obtained the necessary permissions. |  | 4 | GOV.UK provides guidance to support schools: * with [data protection activity](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools), including compliance with GDPR
* to be [cyber secure](https://www.ncsc.gov.uk/information/school-governor-questions)
 |
| **Behaviour and attitude** There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | Informal class by class rules enforced in usual way. This needed to be adapted to include Zoom etiquette.Staff code of conduct still applies ensuring they are fit to work and setting good examples. |  | 4 | GOV.UK provides guidance on [behaviour expectations](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#behaviour-expectations) in schools. |



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