



Department
for Education

Review your remote education provision

Schools

January 2021

Contents

| | |
|---|-------------------------------------|
| Summary | 3 |
| Who this publication is for | 3 |
| Aims of the framework | 3 |
| Framework purpose | 4 |
| Using the framework | 5 |
| Scoring | 5 |
| Framework | 6 |
| Leadership | 6 |
| Scoring | Error! Bookmark not defined. |
| Remote education context and pupil engagement | 11 |
| Scoring | Error! Bookmark not defined. |
| Curriculum planning and delivery | 16 |
| Scoring | Error! Bookmark not defined. |
| Capacity and capability | 22 |
| Scoring | Error! Bookmark not defined. |
| Communication | 27 |
| Scoring | Error! Bookmark not defined. |
| Safeguarding and wellbeing | 30 |
| Scoring | Error! Bookmark not defined. |

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 |
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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. |

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.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| <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>A plan in place for remote education at each school within Invictus Education Trust.</p> <p>School has a Senior Leader with overarching responsibility</p> <p>The plan is underpinned by our high expectations that thread throughout our Trust Wide Values:</p> <p><i>Every day in every way our students come first – value 1</i></p> <p><i>Anything is possible -value 2</i></p> <p><i>Accountability – if it is to be it is to be me – value 3</i></p> <p><i>Seek and seize the opportunities – value 4</i></p> <p><i>Focus on relationships and all else will follow – value 5</i></p> <p><i>Start with the end in mind – value 6</i></p> <p><i>Think collaboratively – value 7</i></p> <p>Students are following a curriculum that is aligned to the school one, with extra support for our vulnerable</p> | <p>To continue to refine practice, being aware of the amount of screen time of both pupils and staff are exposed to.</p> | <p>5</p> | <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> |

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| | <p>and SEND pupils eg Teaching Assistants being present in live lessons to support specific students</p> <p>Phone calls home to SEND pupils giving opportunity to talk about their well-being and learning</p> <p>Students with EHCPs offered places in school -high uptake</p> | | | <p>outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p> |
| <p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p> | <p>All stakeholders, are aware of the School's approach and arrangements for remote learning- with clear guidance on website.</p> <p>Frequent communication with families via letters/ or newsletters on a frequent basis, especially following any changes made by either the DfE or government.</p> <p>Families have access to VLP</p> <p>Links to resources are also posted on social media, along with posts showcasing excellent work and practical challenges.</p> <p>Light hearted videos are also compiled to engage our communities and encourage further investigation from our students eg 'Virching'</p> | <p>To continue to keep families updated of any changes to statutory expectations or guidance from the government or DfE</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> |

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| <p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • 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 | <p>Systems are in place to monitor the impact of remote learning.</p> <p>The DfE guidance is followed with regards to recording attendance and self-isolation.</p> <p>Attendance is monitored per lesson – see below</p> <p>Should teachers be absent systems are in place to allow students to join a similar lesson ie same content delivered to a similar peer group, meaning that supply teaching and lessons delivered by cover supervisors are rare events.</p> <p>Blended learning is now being used to support the live lessons – eg some children being set projects to complete, alongside the live lessons</p> <p>GRIT continues to be used within each lesson – not only developing students’ resilience and ability to work independently at length, but also giving a break in screen time within the lesson, for both the student and the teacher.</p> <p>School tracks staff and student absence, with staff being offered a</p> | <p>To continue to look for ways to support staff wellbeing, and share good practice across the Trust, both throughout lockdown, and as we return to school.</p> | <p>4</p> | <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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| | <p>return to work interview following any period of absenteeism.</p> <p>Any staff member absent due to Covid receives wellbeing calls on a regular basis – situation permitting Employee Assistance Programme is in place offering such things as free counselling & financial advice.</p> <p>Invictus Education Trust has its own MIS, this allows attendance of students to be tracked on a lesson by lesson basis.</p> <p>Our school Leaders understand that planning for virtual learning is different and takes time. Lesson length has been amended slightly to ensure that pupils and staff have a few minutes away from the screen between sessions.</p> <p>Leaders are continuing looking for ways to reduce teacher workload and things such as marking and feedback have been reviewed.</p> <p>Not all staff are expected in everyday – some staff deliver lessons from home on a regular basis to support wellbeing.</p> | | <p>5</p> <p>4</p> | |
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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.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| <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>Over 700 laptops and remote devices have been distributed, not only to students in receipt of free school meals or PP, but also to those who have requested it eg several children in the home, along with a home-working parent.</p> <p>Data dongles have also been distributed – some purchased by school, others using the free service offered by providers such as Vodafone</p> <p>Lessons are recorded to ensure that if pupils can't join live they have the opportunity to view them later</p> <p>Students are very familiar with the platform as they access it for homework, data etc.</p> <p>Vulnerable students are contacted very frequently eg weekly / fortnightly not only to talk about their work, and offer strategies, but also to check on their wellbeing.</p> | <p>Further work during PSED sessions around meta-cognition on how to manage their time during periods of self-isolation, using the EEF metacognition & self-regulation toolkit</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>To continue to use wellbeing calls to support vulnerable students who are not in school.</p> <p>To continue to support those vulnerable and key worker's children who attend school on a regular/daily basis.</p> | <p>3.5</p> <p>4</p> <p>5</p> | <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> |

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| <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>Leaders quickly assessed the level of support needed by students regarding access to digital devices or internet - in lockdowns 1, 2 and 3.</p> <p>Anyone requesting help was given it as soon as physically possible – either in the form of a device, dongle or sim card.</p> <p>Teachers and support staff continue to check access to suitable devices when they contact students.</p> <p>For the few still without suitable devices, or internet, packs are distributed- follow-up phone calls are made.</p> <p>Students considered vulnerable or not having adequate access to online learning at home are offered places in school.</p> | | <p>5</p> <p>4</p> <p>5</p> | <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</p> | <p>Students with SEND are contacted frequently to check on both their learning and well-being.</p> <p>School also complete home visits.</p> | <p>To continue to support parents and carers with guidance as to how best to support their children whilst they are learning from home - link below.</p> | <p>4.5</p> | <p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including</p> |

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| <p>vulnerable pupils, have the right 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>Any concerns raised are addressed asap, with suitable devices, internet access being sourced for them.</p> <p>TAs join live lessons to support specific students.</p> <p>SENCOs throughout the Trust use their school's team of pastoral workers to support phone calls home to students identified with SEND.</p> <p>Children with EHCPs are offered a place in school.</p> <p>Guidance as to how to parents/carers can support their children whilst they learn from home are on our websites.</p> | <p>To ensure guidance given to families is updated promptly in light of any DfE or government changes.</p> <p>To continue to share good practice and innovative ideas across the Trust – via existing networks eg Heads meetings/ Teaching & Learning Leads / Subject Directors</p> | | <p>webinars on how to support pupils with SEND.</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>Every lesson delivered records the attendance of each student who attends, including how long they are logged in for. This information is produced in report form on a daily basis for the CEO, Headteacher & Head of 6th.</p> | <p>Continue to produce daily attendance reports and act on the information promptly</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</p> |

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| | <p>School then follows up absenteeism.</p> <p>Attendance is also monitored by years groups and characteristics</p> | | <p>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, including assistive technologies for pupils with SEND.</p> | <p>Staff are being used throughout the school to support the vulnerable students who are not in school - both pastorally and academically. The strategies used include:</p> <p>Phone calls from Pastoral Team/ Head of Year/ Tutor</p> <p>Home visits to most vulnerable</p> | | <p>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.</p> |

Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| <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>Currently every lesson is delivered live at KS5 and KS4 with the exception of core physical education which is delivered as a workout tutorial session. At KS3 students receive a small minority of lessons as virtual learning tasks – these subjects are physical education, drama, art, and learning to learn.</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>The curriculum delivered is as close to the one students would have at school as possible.</p> <p>Some more practical lessons have had to be adapted.</p> <p>Teachers of more practical lessons such as science and & DT are being very creative with their planning, asking</p> | <p>Leaders are aware of how much screen time live lessons create for both students and staff.</p> <p>Lessons have been slightly shortened to allow for a break between each session.</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> |

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| <p>similar but adapted or one that is completely different.</p> | <p>students to use things they would find in their home to problem solve or understand different concepts.</p> <p>Weekly 'live' physical PE challenges have been set up for year groups, alongside a virtual learning task.</p> <p>BTEC/GCSE sessions continuing fully as planned.</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</p> | <p>School has a system in place to support remote education – laptops have been purchased to support our vulnerable students, with over 700 being distributed across the Trust.</p> <p>All lessons are live and recorded – they comprise of direct teaching time from our teachers, with students also being given tasks to complete independently</p> <p>The Trust has its own digital platform – school has its own space within this platform, which gives accessibility to all. Students are trained to use this platform as soon as they enter school in Year 7, so all</p> | <p>The IT team continue to update the platform and increase server power, as needed, to support the delivery of live lessons across the Trust</p> <p>School continues to share any links to relevant resources that students would benefit from.</p> <p>Staff across the Trust share any good quality resources they find on line via social media eg Twitter</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-</p> |

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| for all pupils, including those with SEND. | are fully versed in how to access and use it. | | | demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments. |
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| <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>Assessment continues to be completed as usual:</p> <p>Individual – via the 'chat' option & returned work</p> <p>Whole class – via live lesson</p> <p>Different approaches are used such as quizzes & modelling of good answers.</p> <p>Teachers recognise that all students will have been affected by the situation. Time is set aside to assess & identify the differing support needed by our pupils.</p> <p>These include subject specific assessments to find mis-conceptions and gaps as well standardised assessments to identify catch-up needs.</p> <p>Students are able to upload their work remotely to their teachers, which can then be marked online, with feedback issued straight to students. Marks are automatically tracked in teacher markbooks. Paper copies of work are generally not used, except in</p> | <p>To continue to look for innovative ways to support the students via formative assessment to move them on with their learning.</p> <p>To ensure that intervention needs are correctly identified and provision in place eg after school sessions for small groups of students</p> <p>The school is rolling out the use of Microsoft Forms as a method to conducting assessment for the purpose of effective data monitoring that does not impinge heavily of staff workload. Kinver High School staff have received training in this method of assessment (25/01/2021) and it will form the basis of summative and some aspects of formative</p> | <p>4</p> | <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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| | those practical subjects where it would be necessary. | assessment from January 2021 onwards. | | |
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Capacity and capability

Schools support staff to deliver high-quality remote education.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| <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>Leaders are aware of the guidance - along with our IT Team and school staff. Significant adjustments have been made in order to make sure staff are supported and prepared in order to achieve the best outcomes possible for their students.</p> <p>Staff are provided with school devices should they need one. All have remote access to the school learning platform and their own work area.</p> <p>Staff that lack the appropriate infrastructure to teach from home (e.g. high speed broadband) are able to teach remotely from within school using school equipment</p> <p>Our NQT support package has been extended to include RQTs and IITs</p> | <p>Ensure that extra mentoring & support time is in place for those NQTs/RQTs for whom a need has been identified, or requested</p> | <p>5</p> | <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> |

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| <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>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>Leaders ensure staff have access to all the technology they need, including adding extra server capacity.</p> <p>Staff Inset (remote) is used to up-skill the staff continually with the latest digital resources available to them as we go through the pandemic</p> <p>Schools across the Trust have bought into the National College online Learning Platform and all staff have access to unlimited online training from the College. Staff are directed to complete certain modules however, many staff are choosing to upskill themselves on different areas in their own time, completing the training programmes on offer.</p> <p>The Trust wide CPD offer continues to be delivered –</p> | <p>Continue to use Inset time to upskill all staff with regards to latest developments regarding online platform / virtual lessons.</p> | <p>5 The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and resources, including for children with SEND.</p> <p>4 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>5 pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p> |
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| | <p>with it switching to a virtual package.</p> <p>Online CPD via social Media eg Twitter is also shared</p> <p>The Trust's virtual learning platform allows teacher interaction with the material presented to the students. To support students with SEND, staff have been issued guidance on the use of the platform and the facilities it offers, such as: PowerPoint presentation, Word Document, Textbox tool, arrow and line function, microphone, camera, video/recording sharing facility, chat/commentary function. These facets allow the teacher to pitch work and differentiate/explain tasks during live lessons.</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-</p> | <p>Schools share their good practice across the Trust. Subject Directors and Heads of Departments also share good practice within their schools and across the Trust.</p> | <p>To continue to research best practice and network with colleagues sharing ideas and examples of best practice</p> | <p>4.5</p> | <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 |

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| <p>to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p> | <p>The Trust is represented on the LA Remote Learning Working Party – sharing good practice across our region</p> <p>Several of our schools are part of the Maths Hub and share resources from this across the Trust</p> | | | <p>education, including how to embed technology into 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.

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| <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>Information to support remote learning is published on school websites across the Trust.</p> <p>Remote education was set up for all students in Lockdown 1. The hours offered increased as time progressed with exam years being offered more in the first instance.</p> <p>Lockdown 3 – January 2021 provision is full viable time table of live lessons for all students.</p> <p>Pupils know that each of their lessons is delivered live and that they are expected to attend and that non-attendance is followed up.</p> | <p>To ensure that up to date information continues to be shared with families should there be any changes as a result of DFE / government recommendations / directives.</p> | <p>5</p> | <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> |

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| <p>School community events</p> <p>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.</p> | <p>All lessons are currently live, with pupils having the opportunity to interact.</p> <p>Pupils get the opportunity to feedback via chat – both as a whole class and 1:1 with the teacher.</p> <p>PSED sessions continue to be delivered, using tutorial time, giving students the time to share with each other, and the teacher opportunity to address any concerns or issues that arise.</p> <p>School has a strong social media presence – excellent work is showcased, challenges set and entertaining videos from the staff to engage students are shared.</p> | <p>To continue to ensure students can participate fully in their lessons, via the range of activities and tasks that are set</p> | <p>4</p> | |

Safeguarding and wellbeing

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

| Approach | Strengths | Gaps | 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>There are clear safeguarding protocols in place. Our platform has an alert button for students to use at any time if they have a safeguarding concern. This links to the school safeguarding team who have procedures in place to contact the student in manner that keeps them safe.</p> <p>Some rise in domestic violence has been seen during lockdown and support given as appropriate. School has signed up to the new Staffordshire Police/Social Services initiative – Operation Encompass – going live on the 1st February 2021.</p> | <p>For teachers to continue to remind students how to keep safe on line and what to do if they need to report any issues they have – be they on line or in real life</p> | <p>4.5</p> | <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>GOV.UK provides guidance on:</p> |

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| <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>Leaders have ensured that staff understand how to keep their students, and themselves, safe whilst learning/teaching on line. Training has been given in line with KCSiE</p> <p>Precautions have been taken to protect students eg Public chat is off until the teacher allows it. Private chat is always blocked. The child is able to contact the teacher.</p> <p>All chat is always logged by the server and is accessible from the VLE.</p> <p>Child protection policies have been reviewed in line with live lessons. A lockdown addendum – in line with guidance from Staffordshire Safeguarding Board, has supplemented the existed KCSiE 2020 policy</p> | <p>Ensure staff have read the guidance document Teaching Online Safety in School in order to best support their students to be safe when online.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf</p> <p>To share the following document with families to support them in keeping their child safe on line</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online</p> <p>To add links to other agencies on our website eg Thinkyouknow Parentzone, NSPCC</p> | <p>3.5????</p> | <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools |
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| <p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential 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>Each school has a Mental Health First Aider to support this work. There are two of these at Kinver High School. Staff have been issued training on identifying signs of neglect. Staff have been issued guidance on how to respond when a student disclosed an emotional or mental health concern (using specialist child-friendly guidance from Child Line).</p> <p>There is an effective system of reporting concerns via the school's CPOMS safeguarding management system. Concerns are followed up by the DSL, deputies and pastoral team.</p> <p>Staff carry out frequent 'check-ins' with vulnerable, LAC, and hard to reach families – phone calls and / or home visits</p> <p>All absenteeism is followed up with emails or phone calls – to check on health/wellbeing. The school employ an EWO</p> | <p>Share this guide with staff and families</p> <p>https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19</p> <p>These guides to be shared with families</p> <p>https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876989/Easy_read_looking_after_your_feelings_and_body.pdf</p> | <p>5</p> | <p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p> |
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| | who also conducts home visits to follow up concerns. | | | |
| <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>There is an appropriate data management system in place that complies with GDPR.</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>There are clear rules for behaviour during remote lessons and online learning</p> <p>Our Code of Conduct is expected to be adhered to, and rewards and sanctions continue to be used.</p> <p>Our Trust wide platform ensures that all lessons and 'chat' is recorded to safeguard the students.</p> | | 5 | <p>GOV.UK provides guidance on behaviour expectations in schools.</p> |



Department
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