



Department
for Education

Review your remote education provision

Schools

January 2021

Stokes Wood Primary School.

See review of our Remote Learning from page 6 onwards.

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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>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</p>	<p>Remote Education Policy in place which is updated as guidance and the situation changes. The Head teacher oversees the remote education plan. SLT members/team leaders lead and monitor on</p>	<p>Because households do not have one device per member of the family, zoom sessions have been timetabled so there is only one on at a time. This means that</p>	4	<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</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>the delivery of the remote education for each year group.</p> <p>There are high expectations for all pupils and the remote education, wherever possible is the same as that being delivered at school.</p>	<p>teachers cannot deliver daily zooms for all year groups. This is a drawback, however year group e-mails allow for immediate communication and feedback for parents and children regarding submitting work and queries about work.</p>		<p>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>Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.</p> <p>Refer to Oak National Academy for help to deliver a planned curriculum for all.</p>

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<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>The Remote Education Policy is on the website with all the Covid 19 documentation for parents as well as on the policies tab. Parents were emailed to bring it to their attention. Governors and staff were asked to comment on and contribute to the policy before it was finalised and agreed.</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</p>

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				communicate with parents during COVID-19.
<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>The Head teacher monitors staff daily by visiting department (masked and socially distanced). She asks appropriate questions to assess how plans for teaching and learning at school and at home are going, assesses the work load, gives advice, notifies leader where relevant.</p> <p>So far staff attendance has been excellent.</p> <p>She works closely with the office staff and so has a good knowledge of children attending, their groups, issues for families and individual pupils.</p>	<p>This must continual regularly and any necessary action taking to ensure staff mental well being remains positive as well as that of pupils and parents.</p>	5	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • full opening for schools: school workforce • remote education good practice

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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>Feedback from parents is listened to and acted upon by teachers and SLT to support remote learning. Where possible and where relevant, submitted work is saved as evidence of engagement and for assessment.</p> <p>The head teacher attends zoom teaching sessions and leads assemblies.</p>			

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>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>Staff are very aware of home environments and the challenges parents and children face when learning at home. All pupils who start in nursery or reception receive a home visit under normal circumstances so the home environment for the vast majority of pupils is known to staff.</p> <p>Pupils and parents are supported by staff through e mail, phone calls and zoom calls. Where there are more complex issues or serious concerns, parents can come to school to meet with staff socially distanced or home visits are made and discussion had at the doorstep. When parents collect food parcels, support is offered and given regarding home learning. Timetables guiding pupils through their day are sent out either weekly or daily depending on the year group.</p>	<p>Continued support and continued efforts to support harder to engage families. Some parents do not encourage their children to complete homework. Regular supportive communication to be continued.</p>	<p>4</p> <p>Because there are some children who do not engage despite continued efforts.</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>

<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>The school provides a range of approaches to try to engage all pupils whatever their situation. All pupils are offered online teaching using live zoom sessions or recorded sessions from Oak Academy.</p> <p>Paper packs are delivered weekly to all pupils in year groups nursery to Y3. Y4, 5 and 6 pupils can collect daily work from school if needed or request a weekly delivery. The paper packs link directly with the on-line learning and each year group has a direct e-mail address for parents to send work, queries and receive feedback. Evidence Me is used as a communication platform in the Early Years.</p> <p>The school has provided digital devices to eligible pupils provided by the government as well as those provided through donations. Places in school have been offered to those pupils really struggling to learn at home.</p> <p>Learning at home is directly linked to the learning at school.</p>	<p>Some children are still not engaging fully with the range of approaches.</p> <p>An increased proportion of live teaching in some year groups would have a positive impact. At present some staff do not have time due to the number of children in school, or have reservations about recording live sessions.</p>	<p>4</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>
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<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right 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>For most children in this category, places in school have been offered and accepted. Appropriate work as a combination of digital, live zooms and paper packs are provided for these children which contain guidance for parents. Parents are able to e-mail a direct e mail for support and send work in. Staff can return feedback. Phone calls are also made weekly to support pupils and parents.</p>	<p>Increase number of live zoom sessions.</p>	<p>4</p> <p>Because a very small minority of pupils are not engaging despite the school's efforts.</p>	<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance for full opening f 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>Year group e mails, attendance register for zoom live sessions, PE sessions and assemblies. Weekly phone-calls are made to parents where there is a concern. Records are kept of attendance, work received and phone calls made</p>		<p>5</p>	<p>Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing</p>

				advice and top tips on ways to monitor and evaluate progress.
<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>ICT co-ordinator, AHT, and ICT technicians support pupils and parents at home through e mailed screen shots, phone calls etc</p>	<p>We need to investigate assisted technologies to assess which could support SEND pupils further at home.</p>	<p>4 for mainstream pupils 2 for SEND</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.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day 	<p>Each year group provides a weekly and /or daily timetable which supports parents on how long children should spend on each subject and indicates where the live teaching and PE sessions take pace.</p>		5	<p>Remote education expectations are highlighted in the guidance for full opening.</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 similar but adapted or one that is completely different.</p>	<p>Staff continue to deliver the planned curriculum, adapting resources to accommodate the range of lesson delivery strategies in school and at home. This includes foundation subjects as well as core subjects. PE is obviously adapted considerably but participation activities and virtual competitive activities are included.</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 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 as Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<p>Live, recorded teaching sessions take place in all year groups</p> <p>Each year group has a year group email for direct communication. EYFS use Evidence Me</p>	<p>Some year groups could increase the number of live teaching sessions.</p>	<p>4</p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital platforms to support delivery • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</p>
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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>Work which is emailed in is being saved in pupil folders as evidence.</p> <p>Any paper copies are being accepted and quarantined before being looked at by teachers.</p> <p>Feed-back is being given immediately (daily) and comments, questions answered through year group e mail communication.</p> <p>Parents can request a phone call also. Whole class feed back given in live sessions and misconceptions addressed.</p>	<p>No actual assessment activities planned at present.</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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Capacity and capability

Schools support staff to deliver high-quality remote education.

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>This is in place. Staff are advised and informed of all relevant resources which could help them including CPD, teaching resources and examples of good practice.</p> <p>Head teacher has read and implemented relevant parts of the Support Guide for schools and Good Practice Guide.</p>		5	<p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p>
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p>	<p>This has all taken place and relevant webinars have been accessed. We are not using learning platforms such as Google classroom, due to accessibility for all pupils. Our offer is designed to be as</p>	<p>Further opportunities may be possible for SEND pupil access.</p>	4	<p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use online platforms and</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>accessible to as many of our children as possible.</p> <p>As further support and training is available, staff are encouraged to partake in it.</p>			<p>resources, including for children with SEND.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a print disability.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like</p>	<p>Head teacher has used a half day available with SIP to discuss Remote Education provision. She has shared their strategies with colleagues in other schools and has been open minded and taken on practices at other schools which are appropriate for our pupils.</p>		5	<p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> The EdTech Demonstrator Programme for advice and guidance on remote education, <u>including</u> how to embed technology into teaching practice, and how

<p>the EdTech Demonstrator Programme and curriculum hubs.</p>			<p>to embed practice across MATs</p> <ul style="list-style-type: none"> • Maths hubs to improve maths education • English hubs to improve teaching of phonics, early language and reading in reception and year 1 • Computing hubs to improve the teaching of computing and increase participation in computer science
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Communication

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

Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>Parents receive weekly and /or daily instructions and timetables to guide parents and support pupils.</p> <p>The required documents are on the school website.</p> <p>Parents understand how they can send work in to teachers and how to ask for additional support</p>	<p>There are some pupils and parents who could be engaging very little or not at all, despite phone calls home and assurances from parents.</p>	<p>4</p>	<p>Remote education expectations are highlighted in the guidance for full opening.</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 COVID-19.</p>
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain</p>	<p>All parents and pupils receive a daily invitation to 2 PE sessions to which up to 100+ pupils attend. There are live zoom teaching sessions for each year group between 3 and 5 days a week.</p>		<p>5</p>	

<p>a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>There is a weekly assembly for all children led by the head teacher (2 separate ones for EYFS/KS1 and KS2) where certificates are awarded to celebrate achievements at home and school and an emphasis on a PSHE topic.</p> <p>There is a daily story telling zoom session for all pupils.</p> <p>EAL pupils are invite to Zoom sessions for development of English.</p>			
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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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Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>Parents have been advised to closely monitor their children whilst on line, on Zoom calls etc. Already a parent has reported misuse of the chat function which has been firmly addressed and disabled.</p>		5	<p>GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19)</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Teachers run these mainly from school. Where they are run from home, teachers are clear about the guidelines. No one to one live sessions are permitted without the parent being on line with them. However, a one to one TA who is shielding at home zooms in to her pupil who is in school, in a classroom with other pupils. Staff in class monitor these sessions.</p>		5	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • Safeguarding and remote education during coronavirus (COVID-19) • Teaching online safety in schools

<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential 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>All class teachers monitor attendance at live teaching sessions, engagement with the online learning and e mail, communication from parents. The head teacher and PE teacher monitor attendance at PE sessions and inform class teachers. Attendance at assemblies is monitored by class teachers. Class teachers contact parents whose pupils have not engaged during that week or whose engagement has been minimal.</p> <p>Attendance at live sessions is a valuable way of monitoring the emotional well-being of the pupils, allowing them an opportunity to engage with each other verbally for a short period or on the chat.</p> <p>The parents of all vulnerable pupils who are not in school are contacted twice a week by pastoral staff, either by phone or when food parcels are collected.</p> <p>The Head teacher monitors that this is happening and recorded either on the</p>		5	<p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p>
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	Safeguarding log for vulnerable pupils or on CPOMS.			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	Confirmed		5	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Behaviour expectations are the same as for when in school.</p> <p>Children must be respectful and dressed.</p> <p>Misuse of chat functions is addressed with disabling this function.</p> <p>Pupils are muted where necessary and unmuted when required. This so far has worked very well.</p>		5	<p>GOV.UK provides guidance on behaviour expectations in schools.</p>

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