

Remote Education Provision Review

This review is designed to evaluate our current remote provision in order that we can continue our development in this area. It is guided by the framework shared by the Department for Education in January 2021.

A. Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Area	Identify	Develop and Plan	Implement	Embed	Sustain
1.1 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	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.
1.2 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	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.

aligned as close as possible to the in-school curriculum.					
2. 1 Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.	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.
3. 1 The school has systems in place to monitor the impact of remote education. This includes: o understanding the impact on staff workload and how to mitigate against it o staffing changes o having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts	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.

B. 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.

Area	Identify	Develop and Plan	Implement	Embed	Sustain
1.1 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.	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.
1.2 The school supports pupils on how to self-regulate during remote education, including: <ul style="list-style-type: none"> o understanding their strengths and weaknesses to improve their learning o how to learn from home o how to manage their time during periods of isolation 	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.
2.1 Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices,	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.

for pupils which impact on remote education provision.					
2.2 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.	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.
3.1 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.	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.
3.2 This includes guidance for parents and carers on how to effectively support remote education, and	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.

ensuring pupils have access to the right hardware and software to support their needs.					
4.1 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.	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.
5.1 The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.	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.

C. 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.

Area	Identify	Develop and Plan	Implement	Embed	Sustain
1. 1 School sets work that is of equivalent length to the core teaching pupils would receive in school in	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>an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> o Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children o Key stage 2: 4 hours a day o Key stages 3 and 4: 5 hours a day 					
<p>2.1 The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.</p>	<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>2. 2 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>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>3.1 The school has a system in place to support remote education, using curriculum-aligned, resources.</p>	<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>3. 2 Where remote education is taking</p>	<p>Not yet in place or there are</p>	<p>Identified gaps but a plan is being developed</p>	<p>In the process of implementing systems</p>	<p>Practices and systems are in place</p>	<p>Practices and systems are fully embedded,</p>

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.	major gaps.	to address them.	and practices to address this.	with minor gaps.	and there are examples of best practice.
3.3 The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.	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.
4.1 The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.	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.
4.2 The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.	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.

D. Capacity and Capability

Schools support staff to deliver high-quality remote education.

Area	Identify	Develop and Plan	Implement	Embed	Sustain
1.1 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.	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.
2.1 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.	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.
2.2 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.	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.
2.3 Where possible, the training provided is	Not yet in place or there are	Identified gaps but a plan is being developed	In the process of implementing systems	Practices and systems are in place	Practices and systems are fully embedded,

sustained and iterative to ensure staff continue to support effective teaching practice remotely.	major gaps.	to address them.	and practices to address this.	with minor gaps.	and there are examples of best practice.
3.1 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 and curriculum hubs.	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.

E. Communication

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

Area	Identify	Develop and Plan	Implement	Embed	Sustain
1.1 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	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.

published on the school's website.					
1.2 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).	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.
2.1 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.	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.

F. Safeguarding and wellbeing

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

Area	Identify	Develop and Plan	Implement	Embed	Sustain
1.1 There are clear safeguarding protocols in place to ensure	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 and systems are in place with minor gaps.	Practices and systems are fully embedded, and

<p>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>practices to address this.</p>		<p>there are examples of best practice.</p>
<p>2.1 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>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>3.1 Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p>	<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>3.2 There are regular catch ups with pupils, one to one and via assemblies, particularly for those that</p>	<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>

are most vulnerable.					
4.1 The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	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.
5.1 There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	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.