

Review your remote education provision

Schools

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# Summary

This framework has been produced to support schools in England to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

## Who this publication is for

This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.

## Aims of the framework

This framework aims to help MAT leaders, school leaders and governors in England to:

* identify the strengths and areas for improvement in their school or trust’s remote education provision
* find resources (including training), guidance and networks to help them improve their provision

# Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the [schools’ guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak) and the [COVID-19 guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term) for FE providers. Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit your school context.

The framework differs from the [remote education template](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template), which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

# Using the framework

You can work through the entire framework to identify strengths and areas for improvement in remote education with your senior leadership team (taking approximately 1 hour to complete as a group) or focus on specific sections that have been previously identified as priorities.

The framework will help you to have conversations with all stakeholders within the school community (for example, staff, governors, parents) about your school’s remote education provision.

The framework can help you meet basic requirements using the resources and tools you currently have (digital or physical), and to take your remote education provision further. School leaders should allocate a score to each statement where possible, identify strengths and areas for improvement, and discuss next steps with members of the senior leadership team (SLT) and governors. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

You can use the framework more than once to adopt practical steps and move from the “identifying” stage to the “sustaining” stage, to embed a sustainable strategy for remote education.

## Scoring

The scoring below provides a structure to identify the school’s current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

# 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 | 1. Develop and plan | 1. Implement | 1. Embed | 1. Sustain |
| --- | --- | --- | --- | --- |
| Not yet in place or there are major gaps. | Identified gaps but a plan is being developed to address them. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| **Remote education plan**  There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.  The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum. | **Remote education plan in place for all subjects, with individual planning in place on a week by week basis, shared with parents and published on the website on 15th January**  **Remote education provided meets statutory expectations, and aligns exactly with the expected curriculum in all key areas.**  **Focus of KLA approach to remote education is to do all we can to provide education that is as close to that we would normally provide on-site as possible.** | **Initial provision in second closure has focused on ensuring access, contact, interaction and exposition of content**  **Next phase (weeks 2-6) will need to increasingly prioritise assessment and feedback protocols**  **Some limitations to delivery of full expected curriculum in ADT and PE, mainly due to equipment and safety issues, but still with a focus on meaningful learning, with the closest possible curriculum alignment to that outlined in our curriculum maps on the KLA website.** | 4 |  |
| **Communication**  Governors, staff, parents and carers are aware of the school’s approach and arrangements for remote education. | **Parents kept informed via weekly Parent Bulletin, also published on website.**  **Remote Education information published on KLA website before 25th January deadline**  **ALT complete weekly review of remote education**  **Regular updates to Academy Council and Trust – instigation of ‘Covid’ version of regular Principal’s Report**  **Heads of Year completing daily checks on online attendance within their year groups and following up with parents to ensure pupils do not fall out of remote education**  **Remote Parent Consultation Day has been held with Year 11 parents, and was very successful.** | **Some parents have limited ability to influence their children’s engagement levels, even when KLA staff are making regular contact.**  **Mitigation is offered by asking those pupils to attend KLA in person**  **Further use of remote parent/teacher consultation for Years 7-10 planned for March and April – even if schools are open, social distancing will make it impossible to run traditional evenings.** | 4 |  |
| **Monitoring and evaluating**  The school has systems in place to monitor the impact of remote education. This includes:   * understanding the impact on staff workload and how to mitigate against it * staffing changes * having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts | **Weekly ALT review of efficacy of remote learning – combining staff feedback, parental comments, HoF and ALT QA information.**  **Staff survey undertaken to ascertain capacity to undertake remote teaching, as well as ability to do this from home.**  **QA programme in place – Faculty leadership initially, then validated by, senior staff joining lessons remotely to observe and evaluate strengths and weaknesses.**  **Daily register taken of pupils accessing lessons via Teams – automatic ‘attendance lists’ are generated via Teams and HoY complete daily checking** | **QA of remote teaching and learning quality in initial phase has focussed most intently on newly arrived staff, inexperienced staff and those whose general practice is not considered to be consistently good. Next step will be to check with those staff whose practice is generally more secure, but who may not be completely confident in delivering remotely.** | 4 |  |

## 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

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

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| --- | --- | --- | --- | --- |
| **Home environment**  The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.  The school supports pupils on how to self-regulate during remote education, including:   * understanding their strengths and weaknesses to improve their learning * how to learn from home * how to manage their time during periods of isolation | Form tutor check in, Personal Development 1-1 conversations and signposting to mental health support all continue to take place throughout school closure  Parent and pupils contact recorded on spreadsheet. Daily welfare checks made where necessary by HoY  Because overwhelming approach being taken by KLA is use of online, interactive lessons, staff are able to have face-to-face interaction with pupils attending, and therefore their understanding of strengths, weaknesses and potential concerns for attainment are evaluated in a fashion that is as close as we can create to that of a classroom environment under the current restrictions. | Parental survey shows need to engage parents in feedback as much as children – pupils’ feedback has been frequent and secure, parents are more anxious that they are unaware of specifics of this feedback.  Parental Survey (January 25th 2021) – of 171 responses 145 agreed or strongly agreed with the statement that ‘my child is keen to engage with the online learning offer’  Only 7 parents disagreed with this and a single response strongly disagreed. All responses indicating dissatisfaction have had follow-up call to ascertain how we can better provide for those pupils. | 3 | The Education Endowment Foundation provides a [metacognition and self-regulation toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning. |
| **Laptops, tablets and internet access**  Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school. | Parental survey completed and repeated requests made via parentmail to ascertain which households lacked digital devices or connectivity  Over 140 laptops and 20 wifi dongles received from DfE have been distributed to families identifying to us as lacking suitable devices  Places are available for those pupils without suitable devices at home to come into school – a few have been taken but generally they do not wish to take this opportunity at present | Current waiting list for laptops of approx. 30 families – waiting for next batch of deliveries  Limited ability to lend any further laptops from school stocks as these increasingly required in school for those pupils attending school as CW/V each day – investigating possibility of purchasing another 40 from school funds to ensure ALL pupils have high-quality access.  Parent survey (171 families so far responded) shows that almost all now have laptop of similar suitable device to learn from home. (Only 1 response says they have not) |  |  |
| **Supporting children with additional needs**  Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.  This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs. | Pupils in receipt of EHCP (24 at time of writing) have been offered places in school throughout closure. 11 have accepted the offer – although not all every day.  Three with medical need-driven EHCPs are unable to attend for clinical reasons.  The remainder have frequent check ins from the SEN team to ensure that remote learning is working.  The school’s KS3 SEN provision (the CUB (Catch-Up Hub) has remained open every day, and pupils attending with EHCPs are generally working there with their usual support teams, and therefore closure for those pupils looks no different to usual provision. | For some, work has been provided on paper, as the complexities of online working is beyond their ability to access. |  | The EdTech Demonstrator Programme has made [a range of SEND resources](https://edtech-demonstrator.lgfl.net/guidance/special-educational-needs) available for schools and colleges, including webinars on how to support pupils with SEND.  The guidance for full opening f provides guidance on how schools should support [pupils with SEND and vulnerable children](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#vulnerable-children).  Oak National Academy provides [resources](https://classroom.thenational.academy/specialist) for teachers to support children with additional needs. |
| **Monitoring engagement**  The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern. | Daily attendance records of pupils logging into lessons on Teams  HoY daily check-up, and notes kept and shared with leaders on an ongoing basis, and a summary to the Principal weekly.  Assignment setting via Teams also being used to record engagement and attainment as well as attendance  Parental survey shows 154 parents feel their child is coping well and engaging well with remote learning | 13 responses on parents survey disagreed that their children are coping well with remote learning, with 4 strongly disagreeing. These families have been prioritised for contact by Year Heads and places are being made available to them to attend supervised sessions on site. |  |  |
| **Pupil digital skills and literacy**  The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. |  | For some, work has been provided on paper, as the complexities of online working is beyond their ability to access. |  | Where technology is used to support the school’s remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology. |

## Curriculum planning and delivery

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

### Scoring

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| **Minimum provision**  School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:   * Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children * Key stage 2: 4 hours a day * Key stages 3 and 4: 5 hours a day | Online lessons on MS Teams are in place, and follow the usual school timetable of 5 1-hour lessons per day  In addition, form tutor check-ins and contact with pupils to complete the normal KLA ‘Personal Development 1-1’ conversations continue throughout closure | None | 5 |  |
| **Curriculum planning**  The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.  This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different. | KLA Curriculum mapping is being followed as closely as possible throughout remote education period, with lessons continuing to follow each faculty’s Curriculum Narrative and Schemes of Learning, as laid out on the KLA website. | Some subjects cannot deliver the entirety of the practical components of their curriculum plan, as either specialist equipment or H&S oversight is necessary to do so. These areas will be revisited upon full return to school | 4 | . |
| **Curriculum delivery**  The school has a system in place to support remote education, using curriculum-aligned, resources.  Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.  The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND | In Place  Live lessons, some recorded delivery, task setting and completion time all included in  KLA Remote Education Protocols (published on KLA website at beginning of school closure)  Other platforms used at KLA are   * Go4 Schools * Hegarty Maths * Tassomei Science * Active Learn (Pearson) * Online textbooks * Quizlet * Cahoot * Kerboodle * Ark Mastery English | Small numbers of pupils (9% in first week of closure) unsuccessful at engaging with online learning  Protocols to challenge and support those pupils in place  Frequent check ins with form teachers and Heads of Year, parental satisfaction survey shows 94% of 171 parents who have so far responded appreciate KLA provision.  Emerging concern has been a small minority of pupils who log into lessons, but with cameras switched off, are occasionally caught not engaging during the lesson. Actions taken to identify and overcome this are ‘random hands-up’ instructions by teachers, targeted questioning (as in classrooms!) and follow-up parental phone calls. | 4 |  |

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| --- | --- | --- | --- | --- |
| **Assessment and feedback**  The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.  The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. | Assessment and feedback via MS Teams, email.  All work submission and feedback are electronic, as per KLA Risk Assessment in place currently  MS Teams assignment function increasingly being used in some subjects as staff familiarity with Teams grows  Knowledge tests and low-stakes quizzing (an integral part of lesson expectations at KLA under any circumstances) lend themselves to online use – often in conjunction with other platforms mentioned above  Full class feedback being used often as most efficient means of teacher sharing of common areas for development | Staff workload remains an issue. All feedback takes teacher time and effort, and we are mindful that teaching staff are managing significant uncertainty and familiarising themselves with an entirely new approach to teaching.  Occasionally unrealistic expectations from parents have had to be managed to keep staff workload to an acceptable level.  Staff have been asked in the first phase of closure to keep things simple, focus on high-quality exposition and making the system work for all learners – more sophisticated assessment and feedback needs to come after this has been successfully achieved. | 3 | GOV.UK provides guidance on:  The EdTech Demonstrator Programme provides [online training videos](https://edtech-demonstrator.lgfl.net/guidance/assessment) for schools on effective assessment and feedback. |

## Capacity and capability

Schools support staff to deliver high-quality remote education.

### Scoring

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

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| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| Effective practice  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. | ALT staff are aware of DFE /Ofsted updates and communicate these regularly to ensure new policies and updated policies are adapted at a timely manner. These are displayed on the school website.  CPD is led by the teaching team to ensure all staff are well informed of resources available to them.  QA undertaken of lesson delivery in supportive fashion, to reassure leaders that teachers are coping, and that teaching quality is impaired as little as possible by the covid restrictions in place. | While ambition lies at the heart of our remote teaching and learning response, this is not as effective as in-person teaching and has inherent limitations. | 4 | The Education Endowment Foundation provides [a support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#closeSignup) designed to help teachers and school leaders support their pupils during remote education.  GOV.UK provides a [good practice guide](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#finding-solutions-in-remote-provision) to support schools in their delivery of remote education.  The EdTech Demonstrator Programme provides guidance on [how to use online platforms and resources](https://edtech-demonstrator.lgfl.net/guidance), including for children with SEND. |
| **Staff capability**  Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.  Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.  Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. | Class teachers were provided new laptops fitted with speakers and cameras and graphics tablets to enhance online and live teaching and learning.  The digital resources and platforms the school uses pre-lockdown support teaching the pupils remotely.  Weekly Teams Meetings with ALT to support and provide further training if required.  CPD day (05.01.2021) dedicated to rolling out remote learning.  Expert training sessions about Microsoft teams have continued to support staff.  Regular co-planning faculty meetings have ensured staff are well informed, wellbeing and workload are managed.  SEND training has been provided to all via online podcasts.  Relevant staff are supported by the SENCO to deliver to pupils.  SEND Policy has been updated to ensure SEND teaching is at the forefront of planning. | New staff including NQT and Trainees are being given extra support to help guide them through challenges.  Staff were asked to declare at the start of the lockdown that their ICT provision at home would be sufficient to cope with the demands of live lessons. Some staff with poor internet access at home were asked to work on-site in socially distanced fashion.  As the remote learning develops identify if there are other online resources available to enhance engagement and learning.  Where appropriate staff have been signposted to a SEN training course to improve remote/SEN provision. | **4** | The [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on [how to use online platforms and resources](https://edtech-demonstrator.lgfl.net/guidance), including for children with SEND.  [RNIB Bookshare](https://www.rnibbookshare.org/cms/), which was established through DfE’s pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a [print disability](https://www.rnibbookshare.org/cms/bookshare-me/who-qualifies).  [pdnet](https://pdnet.org.uk/) provides free [training events](https://pdnet.org.uk/meetings-and-conferences/) for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND. |
| **Strategic partnerships**  The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) and curriculum hubs. | The school and trust have formed strong links with other lead professionals from the Norwich teaching school meaning purposeful and meaningful discussions and support can take place on a regular basis.  The Director of Secondary and CEO offer strategic and operational support where needed. | An emerging bilateral school-to-school partnership with Dereham Northgate High School, designed to provide professional subject partnerships, is being developed. | **4** | There are several school-to-school support networks which you can make use of, including**:**   * The [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs * [Maths hubs](https://www.gov.uk/guidance/get-support-from-your-local-maths-hub) to improve maths education * [English hubs](https://www.gov.uk/guidance/get-support-from-your-local-english-education-hub) to improve teaching of phonics, early language and reading in reception and year 1 * [Computing hubs](https://www.gov.uk/guidance/get-support-from-your-local-computing-hub) to improve the teaching of computing and increase participation in computer science |

## Communication

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

### Scoring

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| **Realistic expectations of pupils, parents and carers**  Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school’s website.  Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments). | Communication has been critically important in making sure that pupils, parents and school form a tight triangle to support pupils throughout the pandemic.  Weekly KLA Parent Bulletin published via parentmail from the Principal (also placed on the website each week)  All C19 risk assessments, remote learning guidance, Student and Parent guide to Teams etc also placed on C19 tab of website.  Clear expectations about how learning is to be delivered, what is expected of pupils etc also provided  Parental appreciation of KLA communications throughout as fed back has been exceptionally high | Place of homework has been queried frequently – understandably when all work is, by definition, homework!  KLA has temporarily paused its homework policy following reasonable parental requests that managing the 5 hours per day provides significant enough challenge. Teachers may set additional tasks for independent study but the hw timetable has been suspended for the time being. | 5 | Remote education expectations are highlighted in the [guidance for full opening](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res).  GOV.UK has brought together [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars) to share best practice in setting up remote education.  The [school workload reduction toolkit](https://www.gov.uk/guidance/school-workload-reduction-toolkit#communications) provides example communication policies and email protocols.  The Education Endowment Foundation has provided a [guide for schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf) on how to communicate with parents during COVID-19. |
| **School community events**  Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils. | SEN pupils (with EHCP) have been invited to attend school, and have enhanced levels of phone / videocall support where parental preference is for staying at home  Occasional year group virtual assemblies held  Tutoring and Personal and Character Development work continues via ‘1-1 Personal Development Plan Reviews’  Options assembly held for Year 9, virtually, to help settle their minds at the beginning of the process this year. | Participation in virtual events, while useful, does not provide sufficient community involvement – they are no substitute for the happy, vibrant community we enjoy on-site every day in normal times. We continue to review and devise new methods of maintaining this sense of community and to reduce potential for isolation – this generally centres on enabling pupils suffering most from this to attend on-site as often as possible. | 4 |  |

## 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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
| **Ensuring safety**  There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education. | Additional whole staff training took place to ensure safe use of online lesson provision by staff.  Additional whole staff training took place to set parameters and procedures for remote safeguarding.  The safeguarding email is on the academy website for parents to access.  Pastoral leads have mobile phones for direct contact by and to parents.  KLA’s safeguarding reporting is an online process and has not altered during lockdown. |  | 5 | GOV.UK provides guidance on [Safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)  Schools should also refer to [statutory guidance for schools and colleges on safeguarding children](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). |
| **Online safety**  If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online. | In addition to the safeguarding training all staff were provided with specific sessions on TEAMS to ensure that settings were in place to safeguarding both staff and students when taking part in remote lessons. | The online software is new to both staff and students, while internal and external training has been undertaken, there is a risk of mistakes happening. | 4 | GOV.UK provides guidance on:   * [Safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19) * [Teaching online safety in schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools) |
| **Wellbeing**  Leaders**,** teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.  There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. | All students open to Social Care have been offered a place. Those not taking up the place are closely monitored for engagement with online learning and are contacted regularly by the pastoral team.  Students who we consider to be vulnerable have been invited into KLA and encouraged to access online learning on site. Those not taking up the place are closely monitored for engagement with online learning and are contacted regularly by the pastoral team.  The pastoral team identified students who would benefit from an early Personal Development Plan (PDP) meeting with their tutor. These meetings took place within the first three weeks of lockdown.  All students are contacted by their tutor in a two week cycle for welfare check-ins and / or PDP conversations.  In addition to the Form Tutor the SEND team are checking in with identified SEN students.  In addition to the Form Tutor the PP team are checking in with identified SEN students.  All contact is recorded on a centralised document which is monitored by pastoral leaders. Any concerns are raised with the SG team and pursued. | Staff are withholding phone numbers when calling parents, some of the community are not responding to these calls which slows down the check-in process.  Too many children with allocated social workers are not attending the school site – although following LA  Where staff are off sick there is a shortage of personnel to complete PDP conversations with students. | 4 | GOV.UK provides advice on supporting pupil [wellbeing during remote education](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#pupil-wellbeing-and-support). |
| **Data management**  The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | **Received training, advice and the services of an external DPO (GDPR Sentry)**  **All staff had GDPR refresher training prior to lockdown (internal)**  **All staff are required to have completed the Educare L2 GDPR course**  **High level data map is in place**  **Asset register is in place but being developed**  **Reasons for holding data are documented and communicated**  **Length of time that data should be held for is documented**  **Destruction log is in place but being developed**  **ICT systems are secured behind firewalls 3rd party security software**  **Back-up systems are in place** | **Asset register and destruction log still being developed**  **Have not yet obtained consent from staff for video lessons** | 5 | GOV.UK provides guidance to support schools:   * with [data protection activity](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools), including compliance with GDPR * to be [cyber secure](https://www.ncsc.gov.uk/information/school-governor-questions) |
| **Behaviour and attitude**  There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | Teachers have set the parameters for behaviour in online lessons, these are enforced by them and escalated to HoY if students do not reach expectation.  Engagement and Attendance levels from home have been high for pupils. | Behaviour protocols for pupils engaging in home learning and for staff delivering remotely have been evolving as we have been adapting to the use of the technology – which of course pupils are much quicker generally to master!  Staff training has been provided, communication and mutual support between staff has been excellent and we will look to create a more formal addendum to our behaviour system for those pupils still learning from home after this first half-term is complete. | 4 | GOV.UK provides guidance on [behaviour expectations](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#behaviour-expectations) in schools. |

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