



Policy Document for: Remote Education

Approved:

Due for Review: Nov 2022

This policy has been updated in line with the latest guidance including;

[Review your remote education provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/review-your-remote-education-provision)

[Undertaking remote teaching safely | NSPCC Learning](https://www.nspcc.org.uk/learning/schools-covid-19-operational-guidance)

[Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/schools-covid-19-operational-guidance)

[Get Help with Remote Education - GOV.UK](https://www.gov.uk/government/news/get-help-with-remote-education)

[Remote education good practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/remote-education-good-practice)

Where pupils need to self-isolate, or if there are national or local restrictions in place, the DfE expects schools to offer remote education immediately where they are well enough to continue learning.

This policy will ONLY apply when:

- Pupils are 'x' coded on the register – self isolating, quarantining or complying with Government guidance, but remain well

It will not apply when:

- Pupils are absent from school without prior authorization (such as an unauthorized term time holiday or when children are ill for another non-Covid reason)
- A parental decision to absent children from school as a precaution against an infectious disease but contrary to official medical advice from Public Health England, the UK Government or World Health Organisation

Expectations for our remote education

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection and safeguarding

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

Expectations for school staff

- Continue to deliver meaningful and ambitious work for the child, which follows that which is being taught in class, in a range of subjects
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources (such as Oak National Academy)
 - Providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate – this should be in line with marking and feedback expectations in school where feedback is used to progress learning
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Be equivalent in length to the core teaching in school – approx. 3 hours in KS1 (less for year 1 and R children) and 4 hours in KS2
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Be aware that online video pre-recorded lessons do not necessarily need to be recorded by teaching staff at the school but can utilise online resources which are equal to the teaching in school
- Work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education
- Where it is identified that a pupil does not have suitable technology at home, the family will be encouraged to contact the school to loan a device which should then be returned at the end of the absence period
- Use Teams as our digital platform, along with apps used in school which are linked in teams to minimise children accessing these through a search engine

Roles and responsibilities

Strategic Team

- Coordinate the remote education approach across the Trust
- To stay up to date with changes to Government policy and share this accordingly
- Monitoring the effectiveness of remote learning through regular discussions with teaching staff and by obtaining feedback from parents/carers and pupils
- Continue to adapt and embed Educational Technology approaches to support staff workload and remote education for pupils by working with a partner Microsoft Educator School
- Continue to lead safeguarding, both online and offline
- Continue to reflect on the effectiveness of the remote education provision, responding to changes in the use of Office 365, implementing new upgraded hardware and parental feedback
- Publish information for parents about their remote education provision on the Trust website – through this policy and the Parent Guides
- Work with class teachers, SENCo and FLO to identify disadvantaged families who may benefit from additional laptops or additional temporary mobile data at home
- Support year group leads and subject leads to evaluate and monitor the remote education offer in their year and subjects to ensure it is effective for all children accessing it

Assistant Head Teachers

- Ensure that should a teacher be off isolating due to Covid, that the member of staff covering is aware of any child who is currently received remote education and who will check and respond to class emails from parents as well as communication from the isolating child
- Continue to oversee safeguarding concerns within the community and work alongside the SENCO to ensure remote education is suitable for SEND children

Inclusion team

If a child with SEND or an EHCP is learning from home using remote education, the SENCO will

- Maintain contact with parents and carers of EHCP children to ensure they feel confident in supporting and engaging their children at home
- Support teachers in planning work for the child which matches that they would receive in class
- Correspond with the parents to offer loan equipment such as wobble cushions, fidget toys etc and then arrange a loan agreement and collection
- Ensure that all children with Irlen have their overlays and coloured exercise books at home

Year group leads

- Ensure that the remote education offer being sent for children matches the offer a child would receive in class
 - Includes online safety resources to ensure children remain aware of being safe online
 - Includes physical activity to keep children active whilst being at home
- Teaching via remote education uses apps used in school
- Ensure that any planning for remote education does not need printing at home since few parents have facilities to do this
- Planning includes retrieval practice to check for learning – this could be through utilising the knowledge organiser for the year group, an online quiz or other methods

Subject leads

- Identify any resources which could be used by the teachers to support remote education and share these on the Class Facing Team Planning ideas
- Monitor their subject through reviewing planning for each year group to check for remote education coverage and engagement

Teachers

- Teachers will continue to hold safeguarding as a clear focus and follow our Child Protection and Safeguarding policy, whilst working both in school and at home. All concerns, whether working in school or from home **must** be recorded on CPOMS.
- Once teachers become aware that a child is not attending and has been 'x' coded (meaning they are off for Covid-related reasons), then the teacher will send work home **by the start of the next school day via Teams**
- Send an email to the parents/carers of the isolating child if they are aware that the child is unable to access the home learning due to technology issues to offer them a Trust laptop on loan during the isolation period
- Liaise with the family to ensure the child has access to appropriate SEND resources they would use in class – such as Irlen overlays/paper, fiddle toys etc
- Ensure that the learning planned matches the offer that children in class will receive – matching the core teaching offer as set out earlier in the policy
 - Includes online safety resources to ensure children remain aware of being safe online
 - Includes physical activity to keep children active whilst being at home

- To ensure that new content for the children has a clear teaching input – *either* from a source such as White Rose videos etc. *or* pre-recorded teacher video input, along with high quality curriculum resources.
- Continue to provide ‘off-line’ activities to cover the curriculum – not all content should be completed on an electronic device, particularly with the youngest children
- Includes a range of subjects to provide a broad and balanced curriculum offer matching that which is offered in class as far as possible
- Ensure that any planning for remote education does not need printing at home since few parents have facilities to do this
- Planning includes retrieval practice to check for learning – this could be through utilising the knowledge organiser for the year group, an online quiz or other methods
- Ensure parents have suitable reading books for the child at home – this may be decodable book(s) or AR levelled books, as well as reading for pleasure books. Email the family to make arrangements for these to be collected from the office
- PDFs should only be used for supporting resources since these cannot easily be edited by children at home, and most parents cannot at home. Where these are used, teachers must be very clear that they are for supporting learning and are not expected to be printed. Learning can be undertaken on paper and uploaded
- Embed any apps used (such as Purple Mash or TT Rockstars) into the class team as tabs to simplify access for the children and support safeguarding
- Teachers will ensure that all video content chosen to support the learning has been viewed before sharing with the children to check content is appropriate
- If teachers would like to record a teaching input, they can take some time out of the school day to record a suitable input in Stream which can then be shared via Teams
- Notify the parent via class email the date and time of the class catch so the child working at home can join the class – or offer an individualized Teams/phone call with a member of the class team where the child finds a class team call challenging. This should be undertaken with the parent present and take place in a classroom or office with other staff present to safeguard all
- Notify the FLO to offer support to a family where their child may be struggling to engage

See also [Good teaching practice and resources - Get Help with Remote Education - GOV.UK](#)

Year R	<ul style="list-style-type: none"> • Hybrid planning document to be used, following LO inputs. • Maths -Using White Rose/ Numberblocks etc where these fit • Phonics – Letters & Sounds Hub clips etc where these fit • Handwriting bank in progress • Discovery - Record inputs if needed - If recording teacher videos - TA to cover class during day (time to suit class teaching) • Use TA to check in with child during the day (at a time to suit if appropriate) on Teams • 1 class call a week - either whole class - or through posts for chn who would become distressed
Year 1	<ul style="list-style-type: none"> • Use video resources for subjects – White Rose/Oak/Letters and Sounds. • Teacher or TA will check Teams at regular intervals during the day to reply/respond to assignments and comments. • Learning will start the next school day. • Will offer call to pupils at home, 1 a day if needed, as some children do not want to. It should be appropriate to the wellbeing needs of the child who is isolating. • If required, TA to cover class if teacher needs to prepare resources for children, or make calls home to children in isolation.
Year 2	<ul style="list-style-type: none"> • Using White Rose videos and teacher videos – using phonics videos from Letters & Sounds

	<ul style="list-style-type: none"> Recording the input - TA to cover class during day (time to suit class teaching) – if there is a child off then each of our year group members would have an hour out of class each day to prepare vids and assignments ready for the next day 1 class call a week - either whole class - or through posts for chn who would become distressed Having laptop open during the day connected to Teams - checked in as though it is a table group/ by the TA in the morning or afternoon 1st day child is isolating - learning to be sent by the end of that first day ready for the second day Use TA to check in with child during the day (at a time to suit)
Year 3	<ul style="list-style-type: none"> Using White Rose/ Oak etc where these fit Banking Yr R/1/2 phonics videos to be shared for EYFS/KS1 and KS2 where needed Recording the input - TA to cover class during day (time to suit class teaching) – if there is a child off then each of our year group members would have an hour out of class each day to prepare vids and assignments ready for the next day 1 class call a week - either whole class - or through posts for chn who would become distressed Having laptop open during the day connected to Teams - checked in as though it is a table group/ by the TA in the morning or afternoon 1st day child is isolating - learning to be sent by the end of that first day ready for the second day Use TA to check in with child during the day (at a time to suit) Workbook links for SEND/chn working out of year group
Year 4	<ul style="list-style-type: none"> Combination of teacher recorded videos and White Rose etc Continue to plan following in class provision Recording the input - TA to cover class during day (time to suit class teaching) – if there is a child off then each of our year group members would have an hour out of class each day to prepare vids and assignments ready for the next day 1 class call a week - either whole class - or through posts for chn who would become distressed 1st day child is isolating - learning to be sent by the end of that first day ready for the second day Use TA to check in with child during the day (at a time to suit)
Year 5	<ul style="list-style-type: none"> Combination of teacher recorded videos and White Rose etc Continue to plan following in class provision Recording the input - TA to cover class during day (time to suit class teaching) – if there is a child off then each of our year group members would have an hour out of class each day to prepare vids and assignments ready for the next day 1 class call a week - either whole class - or through posts for chn who would become distressed 1st day child is isolating - learning to be sent by the end of that first day ready for the second day Use TA to check in with child during the day (at a time to suit)
Year 6	<ul style="list-style-type: none"> TAs to cover us for the duration of time that it takes us to prepare, record and upload the video for the following day. Teachers and TAs will check Teams throughout the day where possible to check any comments/questions from those isolating. Once a week catch up with those off with teacher and TA if they wish to. Children could be directed to the home learning menu for the first day of isolation until the videos etc are ready for the next day

Pre-recording video

- The year group will share the workload in pre-recording videos if all classes have children at home learning remotely
- All videos must be recorded and stored in a secure location i.e. on Stream
- All videos must have a blank wall as a background and be filmed in a suitable location
- Teachers will continue to be mindful that no confidential information or personal information is inadvertently shared – for example email should be closed on your computer before starting to record

Communication with parents and children

- Communicate with parents via the class email address and check email daily during school hours for communication from parents

Assessment & Feedback

- Check Teams daily for engagement from the childr(en) – looking at assignments, quizzes etc and respond to these, and give feedback during the school day
- In line with the marking and feedback expectations, any feedback should be designed to further learning

EYFS

- EYFS staff will use Tapestry to communicate with the parents of their class
- EYFS staff will offer daily live check-ins with their class via Teams

All Teaching Assistants

- Will offer support to the class teacher as usual – including supporting children learning from home such as making contact with them to offer support and clarification around learning
- All staff will continue to hold safeguarding as a clear focus and follow our Child Protection and Safeguarding policy, whilst working both in school and at home. All concerns, whether working in school or from home **must** be recorded on CPOMS.

Pupils and Parents

Staff expect pupils learning remotely to:

- Be contactable during the school day, whilst being considerate that they may not be in front of a device the entire time
- Engage with their learning
- Complete all the work set to the deadlines given by the teachers, with support from their parents/carers
- Seek help when they need it

Staff expect parents and carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete the work by either calling the school office (for illness) or emailing the class teacher using the class email address
- Seek help from the teacher when they need it via the class email address
- Contact the school if their child cannot login to the Teams account – particularly if it has not been used for some time
- To continue ongoing conversations with their child/ren about being safe online and what to do if something they find makes them feel uncomfortable
- Be aware that live lessons are not used in the Trust to support safeguarding and families where a device is not always available throughout the day
- Keep in contact with the school via the SENCO if their child is SEND and is struggling to complete their work
- Contact the FLO or SENCo if their child is refusing to engage in their remote learning
- Comply with the home-school agreement

- Be respectful when making any complaints or concerns known to staff
- When their child joins the Teams class check in, they do not need to have their camera on if they would prefer not to since some children are shy and find this difficult. If your child would prefer a check in just with a class adult via phone or Teams, to contact the class teacher to arrange this
- Parents must remain present during the check in call with their child – whether this is whole class, individualized, by Teams or by phone

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Only use a school based device which has appropriate filters and protection
- Keep safe any paper copies of personal data which could compromise GDPR by keeping these locked away when not in use
- Stored personal data should be kept on an encoded data stick, or secure cloud based storage

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and parent phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure in line with the **safely using electronic devices and social media guide**.

Safeguarding

All staff will continue to use the Trust **Child Protection and Safeguarding** policy, which also has a specific section for Covid-19. All staff are reminded that it is everyone's responsibility to keep children safe.

- All daily check-ins or live lessons/interventions should be recorded – children must be told the meeting is being recorded
- All daily check-ins should have 2 members of staff present to manage the meeting and apply safeguarding principles
- Staff will continue to follow the principles from the staff handbook and staff dress policy to safeguard themselves and the children

Appendix 1 - Review remote education provision – action plan

This is taken from the Government review tool [Review your remote education provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/review-your-remote-education-provision).

Actions in purple are those taken in previous lockdowns

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.

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	Next steps	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 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.</p>	<p>Clear plan in place, with Strat team leading the strategic development and working closely with the year group leads and class teachers.</p> <p>Remote Ed policy sets out clear expectations, shared with class teachers and formed with their feedback alongside the Government guidance.</p> <p>The policy sets out that the curriculum delivered in-school matches that at home, within the time constraints of home learning. A wide curriculum is planned to ensure it is inclusive and engaging for all children.</p> <p>Engaging with the EdTech Demonstrator programme with Danesfield Primary School since January 2021</p> <p>Trust uses teacher pre-recorded videos which are also used in class, as well as wider resources such as Oak, BBC Bitesize, White Rose Maths and so on</p> <p>Apps used in school are accessible at home</p> <p><i>Pupil survey following lockdown evidenced that children enjoyed the remote education offer</i></p>	<p>Monitoring of the provision by subject leaders</p> <p>Share remote education policy on website and update parents information</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 and colleges, and guidance on how to embed digital technology to support remote education. 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 outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all.</p>

Approach	Strengths	Next steps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	<p>Safeguarding and online safety policies and Acceptable Use policies all link to remote education expectations.</p> <p>Strat team members have been involved in Kent MAT Alliance Remote Education group (43 schools), Kent Association of Headteachers (600+ schools) as chair and Kent Effective Remote Education programme</p>			
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Staff continue to be consulted on Trust expectations around remote education to provide feedback and make suggestions to support workload</p> <p>Parents have previously received information about remote education expectations – including a parent guide</p> <p>Use Communicating Effectively with Families - Guide for Schools.pdf (educationendowmentfoundation.org.uk) to update parent information</p>	<p>Edit and re-share parents guide and updated policy</p>	<p>4</p>	<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. 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>
<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>Ongoing discussions at meetings and informally with staff to consider and mitigate teacher workload. Moving to Office 365 supported teacher workload, as does year group and community working.</p> <p>Teacher workload is part of the SDP this year and all changes are considered as part of this.</p> <p>Pupil feedback gathered to gain views of pupils and parents about impact of remote education</p> <p>Teachers, Inclusion team and Strat team have access to management data to monitor children who need access to remote education</p>	<p>Subject leaders monitor their subjects through remote education</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

Remote education context and pupil engagement

Approach	Strengths	Next steps	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>Parent survey conducted in T2 2020 to establish what technology parents have at home and how they felt they could best support their children (resources and time which could be given).</p> <p>Parents offered additional data (where it matched the Government criteria) and laptops, where their child has limited access.</p> <p>51 laptops received from Government scheme – these were with suitable loan agreements to parents who have self-identified or identified by teachers as vulnerable</p> <p>Some children were invited to attend school where they have limited access at home whilst laptops being ordered and prepared. Children who still failed to engage invited to attend school</p> <p>Parents provided with workbooks and weekly check-ins where there is no broadband/low signal (due to geographical restrictions). Completed work dropped back to school and replaced, along with reading books and discussion with parents</p> <p>Planning targets both on-line and off-line activities to allow laptops to be shared at home</p> <p>Daily check-in times are set for year groups to allow all chn to join</p> <p>Home-school agreement for remote ed shared with parents with opportunity to raise concerns given before going live</p> <p>Metacognition resources from SENCo shared with all pupils</p> <p>20 laptops remain configured for use where families have limited technology</p> <p>Policy updated to re-clarify expectations around remote education</p>		4	<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>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>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.</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>SENCo has identified and shared with class teachers the elements of ILPs which can be delivered at home</p> <p>SENCo has identified all children who require SEN supports at home and loaned these – such as Irlen filters, Irlen exercise books, fiddle toys, weighted blankets etc</p> <p>SENCo & FLO in weekly contact with the families of SEND and vulnerable children who are not attending school</p> <p>Weekly planning includes many activities which all SEND children are able to access (since these do not rely on writing) and are designed to be cross-curricular as the learning usually is in school</p> <p>Access is still made for wider agencies to support those children awaiting assessment (such as remote attendance at Paeds meetings), and meetings with staff and families to offer support and specialist advice</p> <p>Inclusion team aware of need for remote education and ready to offer support to teaching teams and families</p>		4	<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 on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p><u>Oak National Academy provides resources for teachers to support children with additional needs.</u></p>

Approach	Strengths	Next steps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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>Migration to Teams has supported easier daily check in – it is clear where any chn are not engaging and these are then targeted by the FLO</p> <p>Migration to Teams has support daily live check-ins using Trust wide timetable for eddifferent year groups so that all children can join the class check in and see each other. Calls recorded for safeguarding, but also to allow chn not attending to watch back– class calls well received by children and parents</p> <p>Parents encouraged to feedback to class teachers where their child is unwilling to access the learning, or unable to access the learning so support can be offered</p> <p>FLO and SENCo continue to support and check up with families who are not engaging to understand the reasons why and offer support</p> <p>Teachers expectations updated to clarify that regular checking and feedback is an expectation to ensure the child learning at home works alongside the class</p>		4	<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 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>Migration to Teams has allowed use of Immersive Reader to be used to support pupils with EAL, dyslexia, dysgraphia and those who are early readers</p> <p>Parent and pupil guide sets out how pupils can access Teams</p>	Gather impact of Immersive Reader	4	Where technology is used to support the school’s remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.

Curriculum planning and delivery

Approach	Strengths	Next steps	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 • Key stages 3 and 4: 5 hours a day 	<p>Remote education policy sets out the minimum requirements. This information is also in the parent remote ed guide.</p> <p>Planning at home matches the provision in school, providing a broad and balanced curriculum, targeting gaps and developing mastery</p> <p>Monitoring of remote education by Curriculum Teams and year group leads has identified where support needed to be given to improve the video quality</p>	<p>Monitoring of planning by subject leads</p>	4	<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 similar but adapted or one that is completely different.</p>	<p>Subject leads have developed a progressive curriculum which continues to be followed, utilising additional resources such as White Rose mastery planning and resources, and Pathways for Reading/Writing and home learning for mastery English and SPAG.</p> <p>Curriculum has been reviewed and adjusted in line of the impact of multiple lockdowns and the different experiences of children learning at home.</p> <p>Curriculum planning for children learning at home supports them learning alongside their class to reduce further gaps</p>	<p>Review by subject leaders in T3</p>	4	<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>

Approach	Strengths	Next steps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Curriculum delivery</p> <p>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 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>Curriculum resources and planning is shared by both remote ed and in-school provision. Cross curricular, discovery based approach, as per usual curriculum implementation, is in place for both remote and school learning provision</p> <p>A mix of pre-recorded teacher videos and videos from providers such as Oak, BBC Bitesize, White Rose and online games such as Spelling Shed, TT Rockstars and Phonics Play are used for both home and school. Migration to Teams will simplify access for children learning at home.</p> <p>Trust migrated to Office 365 late term 2 and was rolled out to pupils during 2 weeks in January.</p> <p>Teacher guides produced to support learning, which include specific approaches to supporting children with SEND</p> <p>School continues to be well supported by Danesfield (Demonstrator School)</p>	<p>Await completion of migration for all children</p>	<p>4</p>	<p>GOV.UK provides: 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> <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>
<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>Since the migration to MS Teams in January, feedback is more effective</p> <p>Planning is undertaken as a year group, but adjusted to meet the needs of each class</p> <p>Expectations around marking and feedback clarified with class teams, including need to regularly support pupils working at home</p>	<p>Review the impact of feedback for pupils learning from home since March 2021</p>	<p>3</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>

Capacity & capability

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>Wider resources are added to the policy and return to school RA and shared with staff</p> <p>Guidance is regularly checked and processes updated accordingly</p> <p>Digital Strategy project launched in September 2021 to review EdTech across the Trust including increasing use as part of Teaching & Learning</p>		4	<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>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>EdTech Demonstrator school offered regular weekly support through online CPD and support</p> <p>Apps are subscribed to support workload and enable children to access at home such as White Rose planning and Oxford Owl Big Cat Phonics</p> <p>Staff could request workbooks for children from CGP and White Rose to support learning at home – particularly for those chn working out of year group</p> <p>Teacher guide to support class facing staff with using Teams, and Inclusive Reader to support SEND</p> <p>Ongoing training for staff from Danesfield to support best practice in using EdTech</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 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 student with dyslexia or visual impairment.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<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 the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>Timu are working within the Alliance group of local schools, KAH group of schools (600+ schools) and chair the Remote Ed meetings, KMA group of schools (43 schools in Kent and Greater London) and the Kent EEfective Remote Education Programme</p> <p>Timu are working closely with an EdTech Demonstrator school</p> <p>Maths team are working in the local Maths Hub to embed maths mastery</p> <p>English team is working with Kingsnorth English hub to continue to develop phonics across the Trust</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, including how to embed technology into teaching practice, and how to embed practice across MATs 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

Communication

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 have a parents guide to remote education and a home-school agreement which sets out the expectations for remote education and this is aligned to the curriculum delivered in school.</p> <p>Parents can support their children with the expectations, and how to share their work completed at home and communicate with their teachers when they have questions</p>	Complete update to the parents guide and re-share to the website	4	<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>
<p>School community events</p>			4	

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
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>Daily check-ins were rolled out to have a live session with each class daily. The session is recorded so that any child not attending can still watch</p> <p>A very few chn do not have remote access due to mobile signal and broadband and so they get a check in through a weekly phone call from SENCo/FLO</p> <p>Remote Education policy sets out regular contact from the class team so that the child learning from home remains part of the class community during their isolation period</p>			

Safeguarding and 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>All relevant policies are updated and shared with staff and parents – safeguarding & child protection, S&CP addendum, Acceptable Use Policies, Remote Education & Online safety</p> <p>Ongoing CPD for teaching staff regarding safeguarding to constantly highlight the importance of the safeguarding</p> <p>DSL team meet remotely discuss any cases. DSLs are involved in social services cases</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>Pre-recorded videos are recorded in line with guidance in the Trust policies</p> <p>Online safety remains a key focus for the timetable each week</p> <p>Any online safety concerns are reported by the teachers in CPOMS and where this is an ongoing concern, an online safety behaviour plan is created</p> <p>The Trust subscribes to National Online Safety (NOS) and shares weekly messages around online safety and platforms through #wakeupwednesday</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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
	NOS for parents course for different age ranges of children has been shared with all parents			
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.	Clear policies and procedures in place for following up with concerns – these are logged on CPOMS and followed up. Wider agencies are involved where necessary Staff wellbeing is a concern, with resources and links such as Education helpline and counselling services are available through Occupational Health.		5	GOV.UK provides advice on supporting pupil wellbeing during remote education .
Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).	The Trust has clear Data Protection and GDPR policies Privacy notices are shared with parents and staff as needed The home-school agreement references GDPR and privacy Any breaches are recorded by the GDPR officer and the policy followed		5	GOV.UK provides guidance to support schools: <ul style="list-style-type: none"> with data protection activity, including compliance with GDPR to be cyber secure
Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.	Home-school agreement sets out clear expectations for online behaviour during each session Teachers continue to reinforce clear expectations	Behaviour policy amendments	4	GOV.UK provides guidance on behaviour expectations in schools.