# Review your remote education provision

## Schools

**January 2021**

# Contents

# Summary

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

# Who this publication is for

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

# Aims of the framework

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

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

# Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the schools' guidance and the COVID-19 guidance for FE providers. Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

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

The framework differs from the remote education template, which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

# Using the framework

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

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

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

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

# Scoring

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

# Framework

## Leadership

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

## Scoring

| 1. Identify | 2. Develop and plan | 3. Implement | 4. Embed | 5. Sustain |
|---|---|---|---|---|
| Not yet in place or there are major gaps. | Identified gaps but a plan is being developed to address them. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |
| **Approach** | **Strengths** | **Gaps** | **Score (1 to 5)** | **Potential actions and resources if score is 1 or 2** |
| **Remote education plan**<br><br>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education. The implementation plan is a regular agenda item at | - Senior leader identified (PGO)<br>- Plan is in place and is constantly reviewed.<br>- The plan covers a range of eventualities where remote learning is required.<br>- The provision meets the expectations of 5 | - As the plan continues further training will be implemented as we discover gaps in our delivery or wish to extend our provision further.<br>- Some vulnerable and SEND pupils are not engaging fully. | 4 | To help develop your remote education plan:<br><br>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 |

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| SSC meetings and SLT meetings.

Our plan has evolved to ensure it meets DFE 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. | hours per day of remote learning.
- The development of the plan and training was supported by consultation with Ed Tech provider the tablet academy.
- Regular CPD to train staff to deliver the plan has and is taking place. This is becoming more bespoke over time.
- The plan for delivery matches the broad and ambitions, well sequenced curriculum that is delivered in normal times with some exceptions for practical subjects where the sequence may be altered.
- Vulnerable children and children with SEN are invited into school and if this is not possible, | | | remote education.

GOV.UK has brought together school-led webinars to share best practice in setting up remote education.

Cyber security in schools: questions for governors and trustees gives guidance on how to remain cyber-secure.

Refer to Oak National Academy for help to deliver a planned curriculum for all. |

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| | they are checked in on regularly. | | | |
| **Communication**<br><br>All stakeholders (Governors, staff, parents/carers and pupils) are aware of the school's approach and arrangements for remote education. | - All Governors, staff, parents and carers are aware due to regular communication that takes place and information on the school website.<br>- Regular updates are sent via email and text message to highlight important information.<br>- Pupils receive a daily update via MS teams highlighting and changes.<br>- Feedback is sought from parents and carers as well as pupils and staff regularly.<br>- There is a dedicated home learning email | - Summary information is also placed on the school website.<br>- Leaders are aware of EEF implantation guidance and considered this when training staff.<br>- Leaders consider EEF guidance as they communicate with families for example, emailing at regular times with simple and clear messages. | **4** | 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.<br><br>GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents.<br><br>The Education Endowment Foundation has provided a guide for |

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|  | address for parents, carers and pupils to seek help and support. |  |  | schools on how to communicate with parents during COVID-19. |
| **Monitoring and evaluating**<br><br>The school has systems in place to monitor the impact of remote education.<br><br>This includes:<br><br>• understanding the impact on staff workload and how to mitigate against it.<br>• staffing changes.<br>• having access to appropriate management information (such as | - Staff workload. The remote plan has been put in place to reflect the regular timetable teachers would be expected to undertake including preparation, planning and assessment. Feedback is sought from staff and shared and practice is amended where possible and appropriate.<br>- Where staffing needs to change, support is given to ensure the new staff member is | - Refinements to the system for monitoring engagement and attendance are currently taking place to ensure daily checks are systematic. | **4** | GOV.UK provides the following guidance:<br><br>• recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year<br>• full opening for schools: school workforce<br>• remote education good practice |

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| staff and pupil sickness and absence data) to help the school respond to changing contexts.<br>• Managing pupil attendance/engagement to live lessons. | confident with online delivery. This may include additional training, shadowing and lesson walk thrus.<br>- Leaders systematically regularly ask teachers about their wellbeing through line management processes. Adjustments are made for those who require support.<br>- The leaders responsible for remote learning and staffing work closely together to respond to staff illness and absence.<br>- Walk thrus identify good practice that can be shared across the departments. Leaders take responsibility for being aware of the developing remote education field. | | | |

# 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.

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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|---|---|
| **Home environment**<br><br>The school has endeavoured to understand the home learning environment by working with families to ensure that pupils will be able to access education at home.<br><br>The school supports pupils on how to self-regulate during remote education, including:<br><br>• understanding their strengths and weaknesses to improve their learning.<br>• how to learn from home.<br>• how to manage their time during periods of isolation.<br><br>The school also provides support and tips for parents and carers on how to set up home learning routines and good habits. | - The school has carried out questionnaires in the first instance to ascertain as to whether pupils have access to appropriate technology or not and whether they are able to work in a suitable environment or not.<br>- Advice is shared with regular updates both in teams to the pupils and to parents via email as to how to learn from home.<br>- Lessons have been changed from 60 minutes to 50 minutes to allow for a 'screen break'.<br>- Where pupils are unable to learn at home, they are identified as being vulnerable and are given additional support.<br>- This may involve:<br>- Laptop loan or ownership | - Plans to support 'less screen time' from both staff and pupils will be put in place if home learning continues for longer than self-isolation periods. Reminders will be given to both pupils and staff. | 4 | The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.<br><br>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.<br><br>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. |

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| | - Invitation to learn in school if appropriate.<br>- The school also provides advice to families regarding tier and lockdown rules and suggests ways that families can spend their time. | | | |
| **Laptops, tablets and internet access**<br><br>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. | - The school carried out questionnaires in the first instance to ascertain as to whether pupils have access to appropriate technology or not and whether they are able to work in a suitable environment or not.<br>- The school has accessed the get help with technology schemes which include help in providing pupils with laptops, accessing sim cards and requests for wifi 4G dongles.<br>- The school has also received donations from | - Some pupils are difficult to contact and some have been offered devices but have chosen not to take them up | **4** | Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.<br><br>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet. |

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| | the local and wider community as being part of the business2schools network.<br>- Leaders provide support via phone calls to families to ensure that they are able to access the online learning by guiding them through the set-up process.<br>- Where pupils are struggling, they would be able to attend school for the day to receive tutorial on how to access the online learning.<br>- Where pupils continue to be unable to access, they are able to attend school as a vulnerable pupil. | | | |
| **Supporting children with additional needs**<br><br>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right | - Structures are in place for regular communication with pupils identified as having high needs, including disadvantaged | A minority of pupils are unable to access home learning. | **4** | 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. |

| structures and provision in place to help remote education.<br><br>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, SEND and vulnerable pupils.<br><br>- Where appropriate, high need pupils have been invited in to school to continue their learning in a supportive environment.<br>- Where pupils are not in attendance at school, they are given support in the first instance to access the remote learning, including device loan and advice on how to access the learning. Regular contact is made with families to ensure the wellbeing of pupils and their engagement with the homelearning.<br>- Teaching assistants have a programme of supporting high need pupils in live lessons.<br>- Our school counsellor is working with pupils both in school and remotely.<br>- There are a small group of SEND pupils who are not able to access the remote learning offer that the rest of the cohort receive. | | | The guidance for full opening f provides guidance on how schools should support pupils with SEND and vulnerable children.<br><br>Oak National Academy provides resources for teachers to support children with additional needs. |

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| | - Reasonable adjustments have been made for these pupils and they are now accessing the curriculum using an alternative platform to the rest of the school.<br>- Remote learning is proving to be highly successful for a group of pupils who were not fully accessing education prior to the pandemic. Remote learning has increased participation for this group of pupils. | | | |
| **Monitoring engagement**<br><br>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. | - A thorough review of engagement is undertaken by the leader responsible for remote education with each pupil scrutinised for their engagement.<br>-<br>- Pupils who have not engaged at all are prioritised to establish whether they are able to access the online learning and are contacted. | | **4** | Advice on how schools should monitor engagement is highlighted in the remote education expectations guidance.<br><br>EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress. |

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| | - Next pupils who have limited engagement are contacted as we know they are able to log in. | | |
| **Pupil digital skills and literacy**<br><br>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | - Pupils are supported either remotely or in school with access to technology.<br>- There are minimal students who require assistive technology and they are supported for example with VI technology.<br>- The school are working with the Local Authority to utilise 'Flash Academy licences' This software is aimed at pupils with English as an additional language but can also be used by SEND pupils who have language difficulties.<br>- Software is being recommended to parents who need screens to be tinted to create an 'overlay' view. This support Dyslexic learners | **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. |

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| | of those diagnosed with 'Mears Irelens'.<br>- Remote learning offer is fully differentiated within teaching groups so that SEND pupils are taught within their correct teaching set. Teachers have a good knowledge of their pupils and SEND needs are met accordingly. | | | |

## 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.

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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|---|---|
| **Minimum provision**<br><br>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:<br><br>• Key stages 3 and 4: 5 hours a day | - The provision recommended is matched by the school. The school provides at least 5 hours per day of remote learning either via live lessons or work set in Microsoft teams. | | **5** | Remote education expectations are highlighted in the guidance for full opening.<br><br>GOV.UK has brought together school-led webinars to share best practice in setting up remote education. |
| **Curriculum planning**<br><br>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. | - The school curriculum is implemented as per the curriculum intent with some adaptations due to practical subjects.<br>- A minority of pupils access paper resources due to the personal circumstances. | Following the first lockdown we asked curriculum leaders to work with their teams to use assessment strategies to establish pupils' starting points and address the gaps in their knowledge and skills, making effective use of regular and low stakes formative assessment. This information has been used to inform all subsequent curriculum planning and teaching | **5** | GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education.<br><br>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education. |

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| | | time is prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. There is also a focus on non- negotiable key concepts, knowledge, and skills that all pupils need to understand. | | |
| **Curriculum delivery**<br><br>The school has a system in place to support remote education, using curriculum-aligned, resources.<br><br>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 Microsoft teams which is linked to the already established user accounts of the pupils.<br>- Where possible live lessons take place, which are accessed by pupils who are at home but also by pupils who are in school accessing face to face education.<br>- Where live lessons are not possible due to either teacher absence or unavailability, lesson | Bespoke training will take place during Spr 1 to further upskill staff in their use of MS teams. | **4** | GOV.UK provides:<br>• guidance on accessing and buying resources for remote education<br>• resources on remote education good practice<br>• guidance on how to access and set up online digital platforms to support delivery<br>• Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. |

| The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND. | materials are placed online for pupils to access, often with a teacher as an online presence. <br><br>- Pupils with SEND are supported by their TA or by the SENCO in a variety of ways which include: <br><br>• The TA joining the remote lesson separately to the pupil. <br><br>• The TA being physically present with the pupil. <br><br>• The TA checking the pupil is able to access the online learning before the lesson and following up regularly. <br><br>• 1.1 remote tutorials are organised between SEND pupils and TA's to check on understanding. <br><br>- TA's are liaising directly with class teacher when they the content of the lesson has not been accessible to the pupils they support. This ensures class teachers remain | | | 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 |
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| | 'reflective' in how SEND pupils are taught. | | | |

| Assessment and feedback | | | | GOV.UK provides guidance on: |
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| 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. | - The school has a whole school feedback policy which it continues to implement to adapt the delivery of the curriculum.

- Teachers use a variety of techniques to assess pupils including whole class questioning with answers posted in the chat; the use of Microsoft forms to quiz pupils on their learning; the use of assessments in teams to set work, monitor it and collect it in; the submission of completed work via email or in the conversations in teams. | Pupils are not always sending their work to teachers which makes it difficult to assess.

Pupils are working in homelearning exercise books which combine all the subjects together. | **3** | - assessing pupil progress and providing feedback in the Remote education good practice guidance

- assessments and exams

The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback. |

# Capacity and capability

Schools support staff to deliver high-quality remote education.

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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|---|---|
| **Effective practice**<br><br>Senior leaders are aware of the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching. | - Leaders regularly drop into remote lessons and feedback to teachers via the school continuous improvement programme.<br>- Leaders keep informed via research, communication with other schools and regular government publications about the best practice for remote education.<br>- Resources are stored on the teams platform and are emailed to teachers and wider staff. | As new and best practice is released the school adapts and refines it procedures to adopt any new and best practice as quickly as possible. | **4** | The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.<br><br>GOV.UK provides a good practice guide to support schools in their delivery of remote education.<br><br>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND. |
| **Staff capability**<br><br>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils | - Staff have recently had a laptop refresh so their devices are brand new and fully functional.<br>- The school network manager ensures that staff are able to access | Any practice that is less than effective is diagnosed and appropriate/bespoke training is put in place. | **4** | 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 |

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| remotely.<br><br>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.<br><br>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. | Microsoft teams, their classes and the other applications required to fulfil their role.<br>- Digital resources were already employed by the school and continue to be used e.g. sam learning, hegarty maths and Tassomai in science.<br>- Staff receive regular training and updated top tips for using teams.<br>- Departments discuss the best practice in dedicated meeting time to decide how to improve their remote provision. | | | resources, including for children with SEND.<br><br>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a print disability.<br><br>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND. |
| **Strategic partnerships**<br><br>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 | - The school works collaboratively with another school in its trust and shares good practice is shared between each school.<br>- Leaders at both schools make it their job to seek out innovation and other | Consider sharing the Maths, English and Computing hubs with departments | **4** | There are several school-to-school support networks which you can make use of, including:<br><br>• The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into teaching practice, and how |

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| Demonstrator Programme and curriculum hubs. | ways to improve the remote learning offer.<br>- The school uses the Tablet Academy training platform to keep up to date. | | | to embed practice across MATs<br>• Maths hubs to improve maths education<br>• English hubs to improve teaching of phonics, early language and reading in reception and year 1<br>• Computing hubs 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.

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| **Realistic expectations of pupils, parents and carers**<br><br>Parents and carers have been provided with 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.<br><br>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). | - Clear communication and guidance is emailed to parents and carers and signposted on the school website.<br>- Regular updates are shared with parents via email and also via a daily update to pupils on Microsoft teams.<br>- Pupils are expected to join all of their live lessons each day.<br>- Guidance is given as how to submit assignments, emails work to teachers or save work in the class team. Pupils know how to ask for help, how to answer questions in class and how to unmute to speak to the teacher. | Further training to enhance the use of 'assignments' within MS teams is planned. | **4** | Remote education expectations are highlighted in the guidance for full opening.<br><br>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.<br><br>The school workload reduction toolkit provides example communication policies and email protocols.<br><br>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during COVID-19. |

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| **School community events**<br><br>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. | - The majority of the lessons at school are live lessons meaning that the sense of community is maintained across the school.<br>- In each lesson pupils are expected to interact with the class teacher either via the chat function or by unmuting their microphone to speak directly to the teacher.<br>- Pupils can interact with peers in the chat function<br>- Pupils with SEND are given assistance to ensure that they are able to engage with the teacher and their peers.<br>- Pupils engage in tutor time activities and a weekly assembly. | Investigate the use of break out rooms where appropriate and with an adult present for pupils to talk with one another. | **3** | |

# Safeguarding and wellbeing

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

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| **Ensuring safety**<br><br>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. | - Pupils are encouraged to keep safe online by observing protocols that have been shared with them both in school and online:<br>- Join meetings on mute and with the video camera switched off.<br>- Be in an open space in the house and not in a bedroom with the door closed.<br>- Normal lines of communication are open to pupils, parents and staff to report issues that may have occurred during remote learning.<br>- A DSL is on the rota on a daily basis in order to address any safeguarding concerns.<br>- The chat function in class teams is monitored by | | **5** | GOV.UK provides guidance on Safeguarding and remote education during coronavirus (COVID-19)<br><br>Schools should also refer to statutory guidance for schools and colleges on safeguarding children. |

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| | class teachers and the chat function is removed where it is deemed necessary.<br>- Peer to peer chat and video calling is disabled as is peer to teacher communication outside of the class teams. | | | |
| **Online safety**<br><br>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. | - Pupils are educated about the safe use of the internet through their PSHE lessons and in computing lessons.<br>- Pupils must Join meetings on mute and with the video camera switched off.<br>- Be in an open space in the house and not in a bedroom with the door closed.<br>- The chat function is able to be moderated by the class teacher.<br>- Pupils are able to report issues to the school via email or telephone should issues arise. | | **5** | GOV.UK provides guidance on:<br><br>• Safeguarding and remote education during coronavirus (COVID-19)<br><br>• Teaching online safety in schools |

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| **Wellbeing**<br><br>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.<br><br>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable. | - Teachers receive regular training in relation to mental health and how to manage it. Both their own and that of the pupils.<br>- Subject leaders have regular line management meetings where their wellbeing is checked and that of their colleagues.<br>- SLT meet regularly and discuss any of the issues that are raised and how to address the issues.<br>- Teachers have access to an employee assistance programme should they require it.<br>- Teachers know who to report concerns to, should they arise.<br>- Phone calls are made regularly, particularly to those pupils who are the most vulnerable. | | **4** | GOV.UK provides advice on supporting pupil wellbeing during remote education. |

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| **Data management**<br><br>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | - The school is GDPR compliant and this is checked by the schools GDPR officer and the CAT.<br>- All websites which use pupil information must be checked and added to the CAT data sharing agreement and posted on the website. | | **5** | GOV.UK provides guidance to support schools:<br><br>• with data protection activity, including compliance with GDPR<br><br>• to be cyber secure |
| **Behaviour and attitude**<br><br>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them. | - Pupils have been given clear boundaries via a code of conduct to follow when they are in an online lesson as they would in a lesson in school.<br>- Due to the nature of the lessons being set up so that pupils may not unmute the only issues arise when inappropriate comments are made in the chat.<br>- Where pupils are unable to follow the rules they may:<br>- Have the chat function removed. | | **5** | GOV.UK provides guidance on behaviour expectations in schools. |

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| | - Be removed from the lesson.<br>- In each instance the parent/carer will be contacted to inform them of the behaviour. | | |

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