



Department  
for Education



## **Honiton Community College review of our remote education provision**

**January 2021**

Reviewed by ELT 27.01.21 and presented and discussed in QoE Gov meeting (same date).

Summary of HoD responses to curriculum extract included in appendix.

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## **Summary**

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

## **Who this publication is for**

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

## **Aims of the framework**

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

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

## **Framework purpose**

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

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

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

## Using the framework

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

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

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

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

## Scoring

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

## Framework

### Leadership

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

### Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.
Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Remote education plan</b></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.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all</p>	<p>Detailed plan, widely consulted and led by VP QoE</p> <p>Expectations are in-line (above) DfE guidance and are a balance of challenge and sustainability, both for students, their parents/carers and also staff.</p>	<p>QfT for students with SEND could be more consistent</p> <p>Opportunities for more sharing good practice planned</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 <a href="#">short videos</a> developed by schools and colleges, and <a href="#">guidance</a> on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together</p>

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(including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.				<p><u>school-led webinars</u> to share best practice in setting up remote education.</p> <p><u>Cyber security in schools: questions for governors and trustees</u> gives guidance on how to remain cyber-secure.</p> <p>Refer to <u>Oak National Academy for help to deliver a planned curriculum for all.</u></p>
<p><b>Communication</b></p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>DfE 'Parent Information' template used to summarise arrangements available on the website.</p> <p>Weekly newsletters to all Parents . Individual ones to specific year groups as required. Posted on Website and Social Media links.</p>		5	<p>Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision.</p> <p>GOV.UK provides guidance to support schools to publish</p>

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	<p>Students, parents/carers, staff and governors understand what will be learnt, what will happen if expectations are not met and how to seek support – emails, website, gov meetings minutes</p> <p>Frequent/regular phone calls to students to gauge access and engagement re learning</p>			<p><u>information about their remote education provision on their websites for parents.</u></p> <p>The Education Endowment Foundation has provided a <u>guide for schools</u> on how to communicate with parents during COVID-19.</p>
<p><b>Monitoring and evaluating</b></p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> <li>understanding the impact on staff workload and how to mitigate against it</li> <li>staffing changes</li> </ul>	<p>Our remote education plan stipulates how we maintain the focus on high quality teaching and learning.</p> <p>Feedback indicates our plan does not overburden staff with tasks and reassures us that we have got the balance right.</p>	Survey workload and wellbeing for staff, students and parents to follow	4	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li><u>recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u></li> <li><u>full opening for schools: school workforce</u></li> <li><u>remote education good</u></li> </ul>



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<ul style="list-style-type: none"> <li>having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts</li> </ul>	<p>We have had very low staff changes (no doubt due to our systems/processes) but we have managed the few with efficacy and empathy.</p> <p>Absence data is readily available and appropriately shared and used.</p> <p>Student attendance data is accurately kept and utilised to support the work of teachers, safeguarding and pastoral staff.</p>			<u>practice</u>

## Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

### Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Home environment</b></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"> <li>understanding their strengths and weaknesses to improve their learning</li> <li>how to learn from home</li> </ul>	<p>Weekly phone calls to students with EHCPs preferring to stay at home from LS Team;</p> <p>IT access questionnaire/EHCP/PP/CIN and CP list used to allocate DfE laptops and dongles;</p> <p>Students have received advice on self-regulation</p> <p>Website – Remote Learning Page – updated regularly</p>	<p>Potential for Info Eve for parents on creating a suitable learning environment.</p>	4	<p>The EdTech Demonstrator Programme’s <a href="#">remote education roadmap</a> 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 <a href="#">Get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops, tablets</a> and <a href="#">internet</a>.</p>

<ul style="list-style-type: none"> <li>• how to manage their time during periods of isolation</li> </ul>	<p>Weekly newsletters from HOP on mental health and well-being and tips for learning at home.</p> <p>Weekly phone calls from pastoral team to vulnerable students covering the above.</p> <p>16 – 19 Bursary assisting students to ensure access to Remote Learning</p> <p>Weekly Group TEAMS meetings for academic progress as well as pastoral. Guidelines for managing time especially Year 12 students.</p> <p>Weekly e mail contact by tutors, D of Sixth and phone calls to vulnerable as identified in Summit.</p> <p>Weekly online quiz as well as Tutor Challenge. Remote Reading club started.</p>			<p>The Education Endowment Foundation provides a <u>metacognition and self-regulation toolkit</u> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>
<p><b>Laptops, tablets and internet access</b></p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet</p>	<p>IT access questionnaire/EHCP/PP/CIN and CP list used to allocate DfE laptops and dongles;</p> <p>All teachers and TAs have a laptop.</p> <p>Article in newsletter and liaison with local charities with the aim of receiving donations for more;</p> <p>Vulnerable children invited into College.</p>		<p>5</p>	<p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <u>how to set up a virtual classroom</u> and how to <u>embed technology into teaching practice</u>.</p> <p>Where pupils might lack digital access, schools should refer to the <u>get help with technology during coronavirus (COVID-19)</u> guidance for</p>

<p>access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>16 – 19 Bursary has provided Post 16 students with resources so all can access remote learning. TEAMs sessions are recorded so students can watch later on if Wifi not strong enough with various users in the household.</p> <p>Hard copies are being provided where requested</p>			<p>support on providing pupils with <u>laptops, tablets</u> and <u>internet</u>.</p>
<p><b>Supporting children with additional needs</b></p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>Weekly phone calls from LS Team to those with EHCPs/high need K codes;</p> <p>Risk assessments from lockdown 1 updated and added for those in Year 7;</p> <p>Emails sent to parents/carers of EHCP students to confirm/ensure they are aware of how section F is being provided and how to support when at home;</p> <p>Students invited in if EHCP/high need K codes;</p> <p>LS support for those who need either in classrooms in College or on the telephone to those at home;</p> <p>IT support prioritised for those with EHCPs/PP/CIN/CP;</p>		<p><b>5</b></p>	<p>The EdTech Demonstrator Programme has made <u>a range of SEND resources</u> available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance for full opening f provides guidance on how schools should support <u>pupils with SEND and vulnerable children</u>.</p> <p><u>Oak National Academy provides resources for teachers to support children with additional needs.</u></p>

	<p>Both CiC had laptops provided to them during lockdown 1;</p> <p>Resources signposted on website;</p> <p>Regular liaison with external parties such as 0-25 Team, Ed Psych and specialist teachers (Babcock).</p>			
<p><b>Monitoring engagement</b></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>Tracking system planned, implemented, reviewed and revised – to balance expectations and workload</p> <p>LS Team are calling those students at home with EHCPs/high need Ks and those in College have daily LS support to monitor engagement;</p> <p>Teachers and LSAs were reminded of statutory responsibilities in accordance with Minister for Children and Families letter (14 Jan 21);</p> <p>LSAs feedback on progress of those in College and at home and SENDCo and VP Quality of Education have fed back to teachers, individually where necessary;</p> <p>Post 16 registers inform on attendance for a remote session</p>		5	<p>Advice on how schools should monitor engagement is highlighted in the <u>remote education expectations guidance</u>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <u>sharing advice and top tips on ways to monitor and evaluate progress</u>.</p>

	which is followed up by an email to student and parent as necessary. STEP system continued to be used.			
<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Covered in IT lessons from Y7</p> <p>Website advice / guidance</p> <p>LS Team have provided advice on the phone in relation to technology needed;</p> <p>Links to resources on website;</p> <p>ICTSupport email address advertised and 'callbacks' supporting parents/students</p> <p>Individual advice to students and parents given as necessary.</p>	<p>HCC 'Video tutorials' for new students and parents and consider Info Eve targeted at Year 7 parents.</p> <p>Affirmation of access arrangements to be gained</p> <p>For the futures: review how students are prepared for this when enter the college – KS3 curriculum opportunities in LS or IT.</p>	4	<p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology.</p>

## Curriculum planning and delivery

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

See HODs reply (Jan 2021) in Appendix A ([here](#))

## Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Minimum provision</b></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"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<p>DfE expectations shared with all staff and then consulted with CLC about how best to achieve this once in full lockdown.</p> <p>Post 16 – Students receiving as a minimum 50% of their timetable as Team's lessons with the rest independent learning,</p>	<p>Initial issues with setting too much being addressed now.</p>	<p><b>5</b></p>	<p>Remote education expectations are highlighted in <u>the guidance for full opening</u>.</p> <p>GOV.UK has brought together <u>school-led webinars</u> to share best practice in setting up remote education.</p>

<p><b>Curriculum planning</b></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>Meaningful and ambitious – pitched perfectly to accommodate comprehensive college circumstances – feedback largely positive</p> <p>Planned and well sequenced curriculum with similar outcomes to that taught in college.</p> <p>Students in school have had their timetable adapted so that they have a specialist teacher with them for the same number of lessons per week as they would have had under normal circumstances. To facilitate this on-line lessons take priority. We have also included PE every day and Create subjects are using their specialist rooms.</p>	<p>Evidence being gathered</p> <p>QA of differentiation is a work in progress</p>	<p>4</p>	<p>GOV.UK provides resources on remote education <a href="#">good practice</a> and <a href="#">how to adapt teaching practice</a> for remote education.</p> <p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p>
<p><b>Curriculum delivery</b></p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for</p>	<p>Access to Office365 means departments have been able to create SharePoint areas with all the resources students and teachers need (this was our usual working practice prior to the lockdown).</p> <p>On SharePoint there is an electronic version of the GCSE textbooks. Y10 and Y11 have booklets that summarise the specification and give alternative resources.</p>	<p>Audit of access arrangements</p> <p>Once the two week notice is given for returning to school HoDs will need to revise curriculum planning accordingly. We have to acknowledge that delivery/coverage is slower than it would have been on-site and so we will need to adapt once we know when</p>	<p>4</p>	<p>GOV.UK provides:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">accessing and buying resources for remote education</a></li> <li>• resources on remote education <a href="#">good practice</a></li> <li>• guidance on <a href="#">how to access and set up online digital platforms</a> to support delivery</li> <li>• <a href="#">Oak National Academy</a> provides resources and guidance on how</li> </ul>



<p>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>Growing confidence with Teams live sessions has meant that synchronous teaching offer has increased across all KSs.</p> <p>Recordings of the above are readily available to students if not able to access live.</p> <p>Setting work in weekly tranches via Class Charts ensures flexibility for students and families where needed.</p> <p>Supported purchase of online platforms for subject specific input where required e.g. MathsWatch, Kerboodle (French) and Teaching Gadget (Music).</p> <p>Mathematics use MathsWatch and Maths box to support T&amp;L. These provide videos and consolidation exercises.</p> <p>Those students who need assistive technology have this in place (i.e. reader pen, desktops with enlarged font, ipad when more appropriate than laptop);</p> <p>Net Sixth Form being used to provide resources to Post 16.</p> <p>Regular updates and resources shared from Devon careers hub</p>	<p>we can return and we know what of the year we have remaining.</p>	<p>to map resources to a school's existing curriculum.</p> <p><u>RNIB Bookshare</u>, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments</p>
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<p><b>Assessment and feedback</b></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>Keeping to expectations clearly set out in 'Feedback and Assessment Policy' and shared in parent information template.</p> <p>Growing confidence with using Forms etc for quick quizzing (building on use of Kahoot already embedded)</p> <p>Class Charts also allows for students to upload work and get individual feedback from teachers.</p> <p>Weekly calls to those with EHCPs and high need K codes from LS Team and fed back to ELT via SENDCo;</p>	<p>More opportunities for sharing good practice</p>	<p><b>4</b></p>	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• assessing pupil progress and providing feedback in the <a href="#">Remote education good practice guidance</a></li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> for schools on effective assessment and feedback.</p>
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## Capacity and capability

Schools support staff to deliver high-quality remote education.

### Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Effective practice</b></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>Absolutely aware of all guidance. Sorting, sifting, assimilating and disseminating with excellent efficacy. Parent, staff and Governor feedback has been very positive.</p> <p>Staff are signposted to guidance and training.</p> <p>Governors are well-informed/supported by clerk's various methods and ELT meetings.</p> <p>"Staffroom" sharepoint site for all the guidance for staff.</p> <p>"Coffee and Catch Up", weekly briefings to allow questions and disseminate information.</p> <p>Concerted effort not to overload staff with email after email.</p>		5	<p>The Education Endowment Foundation provides a <u>support guide for schools</u> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <u>good practice guide</u> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <u>how to use online platforms and resources</u>, including for children with SEND.</p>
<p><b>Staff capability</b></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>Staff well resourced.</p> <p>Class Charts investment</p> <p>MS suite in use for years</p> <p>Advice sent to teachers with regular catch up opportunities in relation to setting work for those with SEND;</p>	<p>Consider possible subscriptions for online CPD</p>	4	<p>The <u>EdTech Demonstrator Programme</u> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <u>how to use online</u></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>Excellent ICT support available throughout week and weekend if required</p> <p>Collegiate approach to using and developing skill set</p> <p>Regular updates sent out and invites for coffee and catch up for staff to be supported.</p>			<p><u>platforms and resources</u>, including for children with SEND.</p> <p><u>RNIB Bookshare</u>, 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 <u>print disability</u>.</p> <p><u>pdnet</u> provides free <u>training events</u> for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p>
<p><b>Strategic partnerships</b></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 <u>EdTech Demonstrator Programme</u> and curriculum hubs.</p>	<p>Regular meetings with learning community, ED Sec Heads and Devon Heads.</p> <p>Good comms with SIP CEO Priory Learning Trust</p> <p>SENDCo attending Honiton Learning Community SENDCo meeting and Designated Teacher forum;</p> <p>SENDCo in regular contact with 0-25 Team and specialist teachers in order to share best practice and discuss progress of individuals;</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"> <li>• The <u>EdTech Demonstrator Programme</u> for advice and guidance on remote education, <u>including</u> how to embed technology into teaching practice, and how to embed practice across MATs</li> <li>• <u>Maths hubs</u> to improve maths education</li> </ul>

	<p>East Devon Post 16 group continuing with regular meetings sharing good practice.</p> <p>VP attending SHACKE panel meetings, informal school comparison with colleagues in other secondaries.</p>			<ul style="list-style-type: none"> <li>• <u>English hubs</u> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <u>Computing hubs</u> to improve the teaching of computing and increase participation in computer science</li> </ul>
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## Communication

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

## Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Realistic expectations of pupils, parents and carers</b></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>Our remote education plan has been shared with stakeholders</p> <p>Support from LS Team to those at home in terms of supporting their children to manage time and access resources;</p> <p>Post 16 weekly e mail to students to remind them of expectations.</p> <p>Clearly communicated to students and parents/carers.</p> <p>There is an suggested template for staff to use to set work via Classcharts that gives students and parents information on how long the task should take and how to submit the work.</p>		5	<p>Remote education expectations are highlighted in the <u>guidance for full opening</u>.</p> <p>GOV.UK has brought together <u>school-led webinars</u> to share best practice in setting up remote education.</p> <p>The <u>school workload reduction toolkit</u> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <u>guide for schools</u> on how to communicate with parents during COVID-19.</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and</p>	<p>Post 16 Quiz, tutor challenge and reading club</p> <p>Regular interactive sessions – lessons and tutorial contact</p> <p>Weekly newsletter and also Principal letter to parents, carers and students.</p> <p>Tutor check-in via TEAMS weekly</p>		5	



belonging, especially disadvantaged and SEND pupils.				
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## Safeguarding and wellbeing

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

### Scoring

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

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Ensuring safety</b></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>Use of CPOMs</p> <p>Updated Safeguarding policy appendix with clear protocols for lockdown shared with staff.</p> <p>DSL onsite daily to field any issues that may arise.</p> <p>Weekly phone calls to check in with “vulnerable” students at home</p>		5	<p>GOV.UK provides guidance on <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></p> <p>Schools should also refer to <a href="#">statutory guidance for schools and colleges on safeguarding children</a>.</p>
<p><b>Online safety</b></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>Updated Safeguarding policy appendix with clear protocols for lockdown shared with staff.</p> <p>Pupils are aware of online safety – this is taught in IT</p> <p>Parents know how to keep their children safe - Website contains online safety info for students and parents</p> <p>Staff have been briefed on the potential risks of online learning</p>	<p>Will remind community in forthcoming newsletter</p>	4	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">Teaching online safety in schools</a></li> </ul>

<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Potential and known Post 16 students are regularly contacted by phone, Teams and e mails and supported appropriately. Summit meeting each week. Use of CPOMs for teachers to raise concerns.</p> <p>There are regular catch ups with pupils, one to one, particularly for those that are most vulnerable. Pastoral Team in school, and phone calls from pastoral team and tutors.</p> <p>Website updated with mental health resources and advice</p> <p>Safeguarding training provided to all staff</p> <p>Frequent contact with most V through WBC and champions, as well as SWC, HoP and also teachers/HoD/VP Pastoral</p>		5	<p>GOV.UK provides advice on supporting pupil <u>wellbeing during remote education</u>.</p>
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Our digital platform features and permissions are robust and regularly reviewed – remote learning policy in place</p>		5	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>• with <u>data protection activity</u>, including compliance with GDPR</li> <li>• to be <u>cyber secure</u></li> </ul>

<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Teachers remind students of expectations before lessons begin. Central spreadsheet for monitoring attendance and work submission. Teachers report to ELT any incidences of poor behaviour online.</p> <p>Teachers have a suitable environment at home or can use college facilities to broadcast live and recorded sessions</p> <p>Teachers are reminding students – expectations slide</p>		<p><b>5</b></p>	<p>GOV.UK provides guidance on <u>behaviour expectations</u> in schools.</p>
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## Appendix A

### Summary of HOD responses to Curriculum Extract from DfE 'Review your remote education provision' document.

#### Curriculum planning

Subject	KS3 – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?	KS4 – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?	Sixth Form – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?
<b>English</b>	<p>We are sticking to our curriculum map but have moved some units around just because they are easier to deliver via distance learning.</p> <p>If this goes on beyond Easter, we may need to make more significant changes. We are adapting our resources to make them more appropriate, e.g. making them into booklets and stripping down the content to the key learning to support students. We have also produced separate resources for SEND which stick to the map but are further simplified.</p>	<p>As above, e.g. couldn't deliver 'Lord of the Flies' so have swapped to Literature Poetry (as we did last time! And look what happened there).</p>	<p>No – we're pretty much delivering 100% of lessons via TEAMS (there's one Y13 Thursday lesson I don't teach as even if I'm free, I'm brain dead and the slot works for our Department Meeting). The curriculum is unchanged, but perhaps going at a slightly slower pace.</p>
<b>Mathematics</b>	<p>We are teaching new material as per the schemes of work whenever possible. However, it is important not to lose students or damage their confidence. Hence teachers have been advised to postpone those topics which present particular difficulties for remote learning until the College reopens.</p>	<p>As KS3.</p>	<p>The entire syllabus is being taught, at the usual pace.</p>

<b>Subject</b>	<b>KS3 – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?</b>	<b>KS4 – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?</b>	<b>Sixth Form – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?</b>
<b>Science</b>	We have pretty much stuck to the curriculum maps in place at all key stages. The only differences are slight tweaks in teaching order at KS4 and KS5, to swap out heavy practical units for those which have lighter touch practical work. The modules are still within the year group, just moved to take account of the fact that practical work cannot currently happen.		
<b>Humanities</b>	We are not conducting any revision or assessment at the moment, mainly because at this stage the material they would need to revise and be assessed on is in school. Some adaptations for less able (7A3 and 8A3), especially skills element.	We are not conducting any revision or assessment at the moment, mainly because at this stage the material they would need to revise and be assessed on is in school.	No adjustment to the teaching element, but no summative assessment.
<b>Computing</b>	Adapted the order of our curriculum – units the same – needed for software flexibility for home use. Using Oak Academy and following NCCE units. Provided alternative resources/activities for students who are struggling.	Curriculum as planned with some minor adaptations – using OKE lessons with supportive materials and more remote/pre-recorded lessons – Managing the balance for wider group outcomes – providing opportunity for further stepped work and preparing from assignments.	Following our curriculum Maps as before – smaller groups allow the interaction to be maintained online.
<b>French</b>	No significant changes have been made to the content of the curriculum as it stands now, as it was rewritten last year for return in September. (The current Ys 8&9 have their own schemes of learning to take them to the end of KS3 – we have not deviated from this so far.) Y7 began the first of the 7-year SOL, as anticipated and as should happen during a “normal” year. (Should there be an issue caused by lockdown being extended even more, the current Y7 have another SOL waiting for them in September.)	No deviation from the SOLs that were written specifically for the current Ys 10&11 over the summer. Y10s, thanks to having started the GCSE in Y9, were able to come in and effectively begin a two-year GCSE. Y11s SOL condensed in order to consolidate work covered in during lockdown last year. All aspects of the GCSE content set to be covered if pace continues as it is.	No deviation from curriculum as planned

Subject	KS3 – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?	KS4 – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?	Sixth Form – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?
Sport & Pe	Core PE - remote learning and check-in's with teachers to check activity levels and share exercise ideas. Various tasks and activities set to give a range and make accessible to all. Challenges and activity ideas also shared via PE Twitter account and College Newsletter.	Continued to follow SOL with slight adaptations for remote learning, for example I wasn't able to do an active learning task in the gym for the structure of the cardiovascular system as part of our Year 11 revision.	Continued to follow SOL. A level practical CW on hold until National Governing Bodies give go-ahead for return to play. L3 BTEC Sports Leadership practical teaching episode on-hold which then needs reviewing as part of Assignment 3. Interviews for a job in the sports industry, looking to set-up via Teams and record remotely.
CreATE	<p><b>ART</b> – following curriculum map at present but not completing the specialist practical, will need to revisit that on full return.</p> <p><b>Food</b> - Practical work is not compulsory therefore adaptations to embedding more theory work.</p> <p><b>DRAMA</b> Main change is that I am focusing on a written approach to drama rather than practical. This has been the case since September, with the Hall out of use - so no great change really for 'remote education'.</p> <p><b>MUSIC</b> - Following the curriculum map - Change is the move from a focus on practical work to more theoretical and historical during lockdown learning.</p> <p><b>DT</b> - currently following the curriculum map but not completing the specialist practical element adding additional tasks to aid with drawing skills and theory.</p>	<p><b>ART</b> – no but will need to revisit practical on return as we're completing theory and drawn practical – specialist printmaking and larger scale work to be completed on return. Year 11 will need dedicated lesson time to complete their coursework.</p> <p><b>PHOTO</b>-Year 10 - Continued with the same project (Portraits)</p> <p>Year 11 – As they are working more independently, they have been able to adjust projects themselves as needed.</p> <p><b>FOOD</b> - Have stopped NEA2 for the moment and focusing on revision with year 11. Year 10 am still following lesson maps, but at a slower pace, more support needed to students and longer to cover content.</p> <p><b>DRAMA</b> I have focused on the written element of the exam – the set text and production seen. This has been the case since September, with the Hall out of use - so no great change really for 'remote</p>	



Subject	KS3 – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?	KS4 – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?	Sixth Form – have you made any adaptations to your curriculum or are you following your curriculum maps? If you have made changes what and why?
		<p>education'. It has not been possible for students to complete practical projects.</p> <p><b>MUSIC</b> - No change to the map though some change to the way it is being delivered due to lockdown learning.</p> <p><b>DT</b></p> <p>- Year 10 - following some suitable theory lessons on the curriculum map but at a slower pace. Not all content is covered and theory and written work linking to practical lessons will need to be continued on return to school.</p> <p>Year 11- students have not completed their prototypes. Currently collecting the written coursework for the NEA before half-term and will be starting on the revision</p>	

Subject	IT Packages used
<b>English</b>	
<b>Mathematics</b>	MathsWatch, Mathsbox, Mymaths and electronic versions of all textbooks.
<b>Science</b>	Oak National, Bitesize and Seneca.
<b>Humanities</b>	Kahoot, Echalk.
<b>Computing</b>	OKE Academy, TeachIT, Hodder IT e-Books and Craig and Dave Online Videos
<b>French</b>	Investigating using rooms TEAMS function for speaking work. Using games and Kahout
<b>Sport &amp; Pe</b>	Core PE Oak Academy KS3 Core PE resources. GCSE Sport Science – eRevision (from ZigZag), Seneca Learning. BTEC Sport – eRevision & Pearson Active Learn.
<b>Create</b>	<p><b>ART</b> – some bitesize, some Oak Academy, some YouTube – tutorials embedded within teaching as an when they work within the curriculum. Using Microsoft Forms to check understanding and quiz.</p> <p><b>PHOTO</b> – we are using free software Photopea to support students at home with a Photoshop-like interface. Students use Weebly for their coursework website development. When in college we use Adobe Creative Cloud.</p> <p><b>DRAMA</b> - bitesize, theatre streaming.</p> <p><b>MUSIC</b> - Focus on Sound / Teaching Gadget / Garageband / Bandlab for Education / Soundation / BBC bitesize / Oak academy /</p> <p><b>DT</b> - Some use of Focusearning and BBC Bitesize, where it is appropriate within the curriculum. Will be adding Oak Academy to this list, when I have vetted the suitability lessons.</p>

## Assessment & Feedback

Subject	Are you using Class Charts	Are you using another method?	How confident do you and your team feel about the next round of data collections:		
			Y8	Y12 &13	Y11
English	Yes	Comments in word (esp. Post-16), TEAMS, email	No	Not as we would have been	Tough
Mathematics	Yes	Mathswatch, Mymaths and email. Just starting MS Forms	Not grades – would rather report engagement and quality of work		
Science	Yes	Some email	Possibly	But will form part of actual grades?	
Humanities	Yes	TEAMS and emails	Yes	Less confident	Fairly confident
Computing	Yes	TEAMS and emails Post-16	If placed in context	Yes based on submitted work	Yes
French	Yes	Low stakes using quizzes			
Sport & Pe		Email, TEAMS, Forms quizzes in chat window. Checking via tasks in Forms Polls	OK		CW marks
Create	Art – Yes Photo – No Food – Yes Drama – Yes Music – Yes DT - Yes	Individual emails Live feedback on TEAMS TEAM meets for group feedback. Some emails Teams for group feedback Verbally via TEAMS when students seen on rota days.	No  No	NA	OK OK No Nervous Holistic grade as cwk not complete Not sure

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