



Department  
for Education

# **Review your remote education provision**

## **Schools**

**January 2021**

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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.

| 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. |

# 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 (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p> | <p>Head Teacher oversees remote education. Plan has been in place since September 2020.</p> <p>Pro-active in acquiring additional devices and internet for vulnerable and disadvantaged students. Planned purchase and roll out of further devices to enable all pupils identified as in need to participate fully in online learning.</p> <p>Curriculum mirrors closely that delivered in school. Teachers maintaining excellent communication and teaching channels with those working remotely via google classroom.</p> | <p>Final rollout of devices for students to take place by end of January 2021.</p> | 5              | <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 <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to <a href="#">Cyber security in schools: questions for governors and trustees</a>.</p> <p>Read the guidance on <a href="#">actions for schools during the coronavirus</a></p> |

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|   |  |  |   | <p><a href="#">outbreak</a> and refer to <a href="#">Oak National Academy</a> for help to deliver a planned curriculum for all.</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>Regular communication with all school partners. Website section with information for parents and carers, regular updates and posts with information. Newsletter sent home with reminders of expectations. Behaviour and attendance code updated to reference remote learning.</p> <p>Governors kept up to date regularly with e mail and tabled time in meetings to discuss impact of Covid. Chair closely involved in remote learning provision.</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 <a href="#">publish information about their remote education provision on their websites</a> for parents.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p> |

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| <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> <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>Formal staff meetings have been cancelled and staff use the time to plan either in school or at home. Staff encouraged not to work on a weekend and plan one day at a time.</p> <p>All staff have a colleague to work alongside and share the workload.</p> <p>Attendance for remote learning monitored closely and absences followed up.</p> |  | 5 | <p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u></a></li> <li>• <a href="#"><u>actions for schools during the coronavirus outbreak</u></a></li> <li>• <a href="#"><u>remote education good practice</u></a></li> </ul> |
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## Remote education context and pupil engagement

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

### Scoring

| 1. Identify                               | 2. Develop and plan  | 3. Implement  | 4. Embed  | 5. Sustain   |
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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> <li>• how to manage their time during periods of isolation</li> </ul> | <p>School very aware of the learning environments in the home. Head and staff very well regarded in school community and parents communicate easily.</p> <p>Regular reminders to students doing remote learning about taking breaks and how to manage home learning.</p> <p>Regular face to face sessions with students at home to maintain contact with teacher and peers in the class.</p> <p>Devices received from DfE and also funded by school to meet the needs of families to enable students to fully take part in remote learning with their own device.</p> | <p>Final rollout of devices for students to take place by end of January 2021.</p> | <p><b>5</b></p> | <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</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p> |

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| <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 access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p> | <p>DfE device allocation received and issued.</p> <p>Further devices ordered and roll out imminent for students identified as in need to enable full participation in remote learning.</p> <p>Participated in pilot with DfE on internet access and wifi hotspots.</p> <p>Informed parents and carers of mobile data allowance scheme.</p> | <p>Final rollout of devices for students to take place by end of January 2021.</p>                  | <p><b>5</b></p> | <p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on <a href="#">how to set up a virtual classroom</a> and how to <a href="#">embed technology into teaching practice</a>.</p> <p>Where pupils might lack digital access, 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</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</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>SEND co-ordinator highly experienced and all students needs have been considered and met. Provision monitored regularly. Daily visual contact with teacher and support assistant where required.</p> <p>Many children with specific needs given a place in school.</p>  | <p>Develop ways of delivering video or voiced marking and feedback to allow even better access.</p> | <p><b>5</b></p> | <p>The EdTech Demonstrator Programme has made <a href="#">a range of SEND resources</a> available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on <a href="#">actions for schools during the coronavirus outbreak</a> provides guidance on</p>  |

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| <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>how schools should support <a href="#">pupils with SEND and vulnerable children</a>.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</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>Students engagement is closely monitored by teachers on a daily basis. Tasks are issued in short achievable bursts. Synchronous and asynchronous assignments through google classroom. Home learning book for paper based tasks. Daily visual checkins with students.</p> <p>Home learning books will be brought back to school on return.</p> |  | 5 | <p>Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance</a>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress</a>.</p> |
| <p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education,</p>   | <p>Students were familiar with Google products prior to March 2020 and in Lockdown 1 all families were supported with accessing google classroom for access to weekly remote work. Autumn</p>   |  | 5 | <p>Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance</p>  |

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| including assistive technologies for pupils with SEND. | Term spent familiarising students with classroom and transition to google for Year 3. By the end of 2020 all students logged in and able to use classroom. |  |  | to pupils on how to use the technology. |
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## Curriculum planning and delivery

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

## Scoring

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|---|--|---|---|--|
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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>Regular timetable followed in school learning and remote learning mirroring each other.</p> |      | <b>5</b>       | <p>Remote education expectations are highlighted in <a href="#">actions for schools during the coronavirus outbreak</a>.</p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> 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</p>   | <p>Students in remote learning following same curriculum as those in class.</p>                |      | <b>5</b>       | <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</p> |

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| similar but adapted or one that is completely different.  |  |  |   | support their pupils during remote education.  |
| <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 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>Google classroom in place and used across the school. All teachers confident in setting and feeding back on assignments.</p> <p>Mix of live and recorded teaching. Tasks set to be completed independently and completed within a timeframe.</p> <p>Google stream used for more social interactions and to allow students to communicate more freely and in a more relaxed manner.</p> <p>Resources for reading support and maths – school already uses a range of products, children all given user names and passwords to access from home. Usage monitored as pre-lockdown by SENDCO.</p> <p>Other subscriptions bought and children logged into to support remote learning.</p> |  | 5 | <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 to map resources to a school's existing curriculum.</li> </ul> <p><a href="#">RNIB Bookshare</a>, 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>Staff can regularly check that children are progressing through the tasks. They are asked to contribute during live lessons. They may be asked to share photographs of practical activities they have been doing at home.</p> <p>Teachers giving regular feedback.</p> <p>Teachers meet link open most of the day so can assess and give feedback to learning.</p> <p>Use of google docs, forms indicate immediate feedback.</p> |  | 5 | <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</a> guidance</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

| 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>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>Head and Chair receive and act on guidance and initiatives when introduced. All staff receive updates.</p> <p>All staff encouraged to attend CPD run by LA ICT in Schools Team to support remote learning. Head and Chair meet with LA forum on a weekly basis for updates.</p> |      | 5              | <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>GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a>, 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 have full access to ICT in schools training sessions. Sessions are iterative and progressive to develop skills in remote teaching. Sessions delivered have been bespoke to school and more general</p>  |      | 5              | <p>The <a href="#">EdTech Demonstrator Programme</a> provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on <a href="#">how to use</a></p>   |

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| <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>access. Staff support each other with skill development.</p>   |  |                 | <p><a href="#">online platforms and resources</a>, including for children with SEND.</p> <p><a href="#">RNIB Bookshare</a>, 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 <a href="#">dyslexia or visual impairment</a>.</p> <p><a href="#">pdnet</a> provides free <a href="#">training events</a> 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</p>   | <p>Head teacher participates in weekly forum. Updates from LA and access to all support networks.</p> <p>Subject leads participate in regular updates with LA advisors.</p> |  | <p><b>5</b></p> | <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 <a href="#">EdTech Demonstrator Programme</a> for advice and guidance on remote education, including how to embed technology into</li> </ul>  |

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| <p>the <a href="#">EdTech Demonstrator Programme</a> and curriculum hubs.</p> |  |  |  | <p>teaching practice, and how to embed practice across MATs</p> <ul style="list-style-type: none"> <li>• <a href="#">Maths hubs</a> to improve maths education</li> <li>• <a href="#">English hubs</a> to improve teaching of phonics, early language and reading in reception and year 1</li> <li>• <a href="#">Computing hubs</a> 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

| 1. Identify                               | 2. Develop and plan  | 3. Implement  | 4. Embed  | 5. Sustain   |
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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>Students all confident in using remote learning tools prior to January 2021.</p> <p>Clear expectations for behaviour and conduct set and communicated to parents on website and in regular bulletins.</p> <p>Remote learning policy updated January 2021. Published on school website and sent out to all parents.</p> |      | <b>5</b>       | <p>Remote education expectations are highlighted in the <a href="#">actions for schools during the coronavirus outbreak</a></p> <p>GOV.UK has brought together <a href="#">school-led webinars</a> to share best practice in setting up remote education.</p> <p>The <a href="#">school workload reduction toolkit</a> provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to communicate with parents during coronavirus (COVID-19).</p> |
| <p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive</p>  | <p>Whole class check ins daily and regular shared lessons.</p>  |      | <b>5</b>       |  |

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| lessons and activities to maintain a sense of community and 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>Students use google classroom via Realsmart logins. Closed community within school domain.</p> <p>Clear reporting routes and protocols, students and families reminded regularly.</p> <p>E Safe actively monitors activity in school and remotely via google log in and reports sent to Head. Head acts on reports received.</p> |      | <b>5</b>       | <p>GOV.UK provides guidance on <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a>.</p> <p>Schools should also refer to statutory guidance for schools and colleges on <a href="#">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>See safeguarding and e safety policies and addendums for remote learning.</p> <p>Students regularly reminded of protocols.</p>   |      | <b>5</b>       | <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>          |

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| <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>Teachers report and record any concerns.</p> <p>Most vulnerable children encouraged to be in school.<br/>All EHCP children in school.<br/>2/3 CIN children in school.<br/>Regular contact with SW and home re student not in school.</p> |  |   | <p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education</a>.</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>All data management is GDPR compliant. Communication with parents is via secure service. Access to remote learning is via Realsmart. GDPR compliance section on website.</p>   |  | 5 | <p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>• with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>• to be <a href="#">cyber secure</a></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>Clear behaviour and attitude expectations set, monitored and enforced by staff. Constant vigilance and reminding of pupils to behave as expected. Breaches dealt with appropriately and in a timely fashion.</p>                         |  | 5 | <p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>   |



Department  
for Education

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