



Department  
for Education

# **Review your remote education provision**

## **Schools**

**January 2021**

# Contents

Summary	3
Who this publication is for	3
Aims of the framework	3
Framework purpose	4
Using the framework	5
Scoring	5
Framework	6
Leadership	6
Scoring	6
Remote education context and pupil engagement	10
Scoring	10
Curriculum planning and delivery	14
Scoring	14
Capacity and capability	18
Scoring	18
Communication	22
Scoring	22
Safeguarding and wellbeing	25
Scoring	25

## 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>Very clear plan developed since September through multiple inset and communication with teachers.</p> <p>Teams training undertaken by school staff and liaison with fellow schools.</p> <p>Minimum daily work achieved – supplemented by comprehensive Live Teams Teaching and comprehensive assessment and communication protocols</p> <p>Remote education policy written and shared with staff and Governors.</p> <p>Current safeguarding issues mitigated against through staff consultation.</p> <p>Teacher protocols achieved with staff consult and support.</p>	<p>Safeguarding – further analysis to be undertaken once revisited by staff.</p>	<p>4</p>	<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>

				<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>Clear communication with all school stakeholders throughout this present lockdown.</p> <p>Policy and protocol shared on Governor Hub – published on school website on 25.01.21</p>		4	<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>

<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>SLT invited to all TEAMS and in receipt of timetables and planning. Feedback to staff to achieve continuity through all year groups and this consistent expectation has been communicated with parents.</p> <p>More frequent Governor meetings have been arranged.</p> <p>Weekly safeguarding meetings to identify children not accessing any form of learning.</p> <p>Staff workload has been a central aim for every school initiative. This has resulted in teachers attending school in person on alternate days or when class numbers have risen above a certain level.</p>		4	<p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></li> <li>• <a href="#">actions for schools during the coronavirus outbreak</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>
---	---	--	---	--

## 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
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>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>Different questionnaires have been used to inform planned school provision.</p> <p>Regular monitoring of vulnerable children have supported the decisions made by SLT.</p> <p>Teachers are in daily contact with pupils to help them establish a good home working environment and routine.</p> <p>A set weekly timetable supports a home routine akin to a school day and there is parity in provision for those in school and those at home.</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</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>

<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>Parent ICT questionnaire sent in December and again after lockdown – all requests where a family has no Tablet or Laptops have been honoured and where families have no broadband we have sourced and provided Vodafone Dongles.</p> <p>Further laptops will be provided where households have to share between multiple siblings.</p> <p>Disadvantaged pupils from Y3 – Y6 have been contacted and supported to access Free Data for their mobile devices to support connectivity at home.</p>	<p>2.5 week delay for Laptops to arrive. Insufficient number received from Government so school have had to work to source donations from local community.</p>	<p>4</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>Teachers are differentiating Live lessons and assignments.</p> <p>Teachers are regularly in contact with those pupils and parents that require additional support.</p> <p>SEND reviews all completed in December with SENDCO,</p>		<p>4</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>

<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>Teacher and parent present in a virtual meeting – new targets identified. Up-to-date assessments from Dec. used to ensure ongoing progress supported by Learning Continuums.</p> <p>SENDCO providing support for teachers and available for parents.</p> <p>EAL pupils Learning competencies, assessments from December now used to support their acquisition of literacy skills this term.</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>TEAMS is used effectively to establish which children have viewed and accessed the learning and those who have completed tasks to a high standards.</p> <p>If a child has not accessed learning on 4 consecutive days teacher emails parent and informs DSL.</p> <p>Weekly DSL meetings to discuss pupil access.</p>		4	<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, including assistive technologies for pupils with SEND.</p>	<p><b>Teams used since Autumn half term for Homework so children are versed in the technology. Teachers and school office staff have supported families with the initial roll-out.</b></p>		<p><b>4</b></p>	<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.

## Scoring

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

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><b>All minimum expectation surpassed.</b></p> <p><b>See policy.</b></p>		5	<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><b>Parity of education for those in class and at home covering the core and wider curriculum.</b></p> <p><b>See policy</b></p>		5	<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>

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><b>See Remote Learning Policy.</b></p> <p><b>School uses Microsoft Teams as digital platform.</b></p> <p><b>Each class receives one English and one Maths Live lesson per day in Ks1 and 2. Phonics delivered 4 times per week in Reception and Ks1.</b></p> <p><b>1 RE lesson and 1 Wider Curriculum lesson (including Science) Live per week.</b></p>	<p><b>Reading – e-book purchase to be made to ensure all children have access to reading books.</b></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>

<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><b>Feedback is a mixture of oral and written feedback. Motivational and close the gap intentions.</b></p> <p><b>See our policy for full breakdown.</b></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>
--	---	--	---	--

## 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><b>Ongoing since September and whole school have delivered Teams Live lessons from first week of the calendar year.</b></p>	<p><b>Reading – e-book purchase to be made to ensure all children have access to reading books.</b></p>	<p>5</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>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><b>Ongoing since September and whole school have delivered Teams Live lessons from first week of the calendar year.</b></p>		<p>4</p>	<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>

<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><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><b>School work closely with fellow St Peter’s feeder schools and offer very similar provision. These schools have been sharing resources and skills since September 2020.</b></p>	4	<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>

<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>
---	--	--	--

## 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
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>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><b>Multiple letters from SLT and Governors to parents to set out expectations.</b></p> <p><b>School have published remote learning policy to ensure all parents are aware of the school remote offer and the emphasis on parity between the education received by those in school and those learning remotely.</b></p> <p><b>Teachers have set expectations with all pupils including timetables and dates for submission and feedback on pupil performance.</b></p> <p><b>See policy for full breakdown.</b></p>		4	<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><b>Weekly calss Mass</b></p> <p><b>Week;ly Gospel Assembly led by HT.</b></p>		4	

lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.	<b>Daily Live lessons.</b> <b>Dove points to motivate and reward pupils and their houses awarded and celebrated in HT assembly.</b>			
--	--	--	--	--

## 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><b>New protocol for Lockdown 2 written and shared with DSLs</b></p> <p><b>Vulnerable pupil list agreed by DSLs.</b></p> <p><b>Set weekly DSL meetings. Set Agenda includes vulnerable children updates, updates of pupils not accessing weeks learning, other concerns / disclosures.</b></p> <p><b>Email to staff to ensure all staff can identify vulnerable children.</b></p> <p><b>Reminder of actions to take for a disclosure.</b></p> <p><b>Continued use of CPOM communication, EWO to undertake Home Visits where required.</b></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 statutory guidance for schools and colleges on <a href="#">safeguarding children</a>.</p>

	<b>Remote Learning Policy has a acceptable usage Safeguarding section that has been communicated to all staff and families.</b>			
<b>Online safety</b>  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.	<b>Remote Learning Policy has a acceptable usage Safeguarding section that has been communicated to all staff and families.</b>  <b>Regular updates for families on keeping safe on line.</b>		4	GOV.UK provides guidance on: <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>
<b>Wellbeing</b>  Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.  There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.	<b>Clear visibility of all pupils and constant dialogue in terms of safeguarding to discuss any pupil's mental health and well-being.</b>		4	GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education</a> .
<b>Data management</b>	<b>School have ensured that new remote learning complies with GDPR requirements. These have</b>		4	GOV.UK provides guidance to support schools:

<p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p><b>been discussed with SLT and Local Authority advisors.</b></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><b>Teachers have set expectations for acceptable usage and learning behaviours.</b></p>		4	<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>



Department  
for Education

© Crown copyright 2021

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DfE-00004-2021



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)