

Secondary School

Delivering Remote Education

The [Coronavirus Act 2020](#) Provision of Remote Education (England) Temporary Continuity Direction states:

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

This document sets out to collect a range of resources and the most up to date guidance in a concise way to best support schools with remote education.

Where further guidance is sought this can be found on the [Department for Education Website](#).

DfE Helpline 0800 046 8687

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Section 1: Safeguarding & Wellbeing

Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- *support the rebuilding of friendships and social engagement*
- *address and equip pupils to respond to issues linked to coronavirus (COVID-19)*
- *support pupils with approaches to improving their physical and mental wellbeing*

(DfE - December 2020)

Reflection Questions

Has the school robustly risk assessed the use of remote learning delivery platforms and/or resources?

Do the school policies provide clear online behaviour expectations when engaging in remote learning and have they been shared with pupils, staff and parents/carers?

Do all children know how to report a concern at any given time?

Do all staff know how to report a concern at any given time?

Review and Update Existing Safeguarding Practice

The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils. Specific DfE Guidance regarding safeguarding and remote education can be found here: [Safeguarding and remote education during coronavirus](#).

All staff should be reminded to look out for any signs that indicate a child may be at risk of harm, including online and the processes to follow if they have a concern. A DSL (or deputy) should be available to be contacted on site or via phone or video call.

Staff should also be reminded of the professional practice expectations when using technology as outlined in the school staff behaviour policy and/or acceptable use policy.

Schools should continue to share appropriate online safety advice and reminders with children and parents/carers. This should include advice regarding age/ability appropriate parental controls and supervision expectations as well as external online safety reporting mechanisms. For example, Childline, CEOP, IWF, Report Harmful Content etc.

Safeguarding consultations for Kent Schools can be sought from [the Education Safeguarding Service](#) and additional resources, guidance and templates can be found via The Education People blog and website:

- [Safer Remote Learning during Covid-19: Information for School Leaders and DSLs](#)
- [Online Safety links and resources to share with staff and parents/carers](#)
- [Safeguarding Templates, Toolkits and Guidance, including Remote Learning Considerations and Guidance, Child Protection, AUP and Mobile Technology/Social Media Policy Templates](#)

Safer use of Platforms and Resources

All platforms or systems should be assessed and approved by SLT prior to any use with children. Risk assessments addressing potential safeguarding and data protection risks should be undertaken and parental consent should be obtained where required. Where schools are directing children to content from another provider, ensure it is suitable and appropriate.

Policies and procedures will need to be updated to reflect new technology use and behaviour expectations and should be shared with staff, learners and parents/carers as appropriate.

DfE Guidance can be found here: [Safeguarding and remote education during coronavirus.](#)

Advice for Kent Schools can be sought from the [Education Safeguarding Service](#) and additional resources, guidance and templates such as Safeguarding Templates, including Remote Learning Considerations and Guidance, Child Protection, AUP and Mobile Technology/Social Media Policy Templates can be found via the TEP blog:

[Safer Remote Learning during Covid-19: Information for School Leaders and DSLs](#)

Learner Wellbeing

Remote working can be lonely due to the reduced social interactions that children are having. Being proactive in promoting healthy habits can help mitigate the challenges that many are facing. Schools will know their learners best and the pastoral support teams and DSL's will need to be aware of their vulnerable learners and ensure steps are taken to support these pupils where needed. Additional support can be sought from external providers who have experience and expertise various needs that children may have such as: eating disorders, stress, anxiety, mental health, bereavement, bullying etc...

If Kent Schools are concerned about the safety and wellbeing of learners, advice can be sought from the [Education Safeguarding Service](#).

Recommend websites:

- [Guidance on supporting children and young people's mental health and wellbeing \(DfE\)](#)
- [Mind: for better mental health](#)
- [Young minds](#)

Learning wellbeing may also be addressed by school as part of PSHE education, however not all topics are appropriate to deliver remotely. PSHE leads should work with the DSL to carefully consider whether a topic is safe to be addressed remotely or through home learning. The [PSHE Association Coronavirus hub](#) provides further advice.

Teacher Wellbeing

Remote teaching, setting, marking and planning requires more time to ensure it is specific to both the needs of the parent and pupil. This is because often the work needs to be self-explainable which is difficult to achieve.

Steps should be taken to consider the increase in stress and anxiety that teachers maybe facing. Making the most of opportunities to speak with staff about the workload and their wellbeing can help. Wellbeing is a very personal aspect of everyone's work and will need to be considered carefully. Looking for common themes and quick fixes can be a good place to start, should teachers be absent there is limited capacity in the system to pick up the slack.

Any personal data used by staff or captured or used when delivering remote learning must be processed and stored with appropriate consent and in accordance with data protection requirements, GDPR and school policy.

Staff need to also know where they can get help if they need such as at the [Education Support](#) or [MindEd](#).

Section 2: Equality of Access

'Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.'

(DfE - December 2020)

Reflective Questions

Previously, how have pupils with SEND engaged with remote learning?

Do all staff know how to provide the support necessary to meet the needs of their learners?

Statutory Obligations

Whilst schools need to adhere to the [2010 Equality Act](#) with special emphasis on section 5, protected characteristics, they also need to adhere to the broader elements of the act where reasonable adjustments are required to be made to ensure equality of access. This includes:

- Access to technology
- Access to support
- Differentiation
- Equality with the in-school offer

Pupils with EAL, Visual or Hearing impairment (VI, HI) those with SEND, those living in overcrowded accommodation, young carers and those deemed as disadvantaged will need to be considered in the reasonable adjustments.

Pupils with EHC Plans will have their own requirements as set out in the plans. Completing a risk assessment which looks at the support in place will help schools to identify how and indeed if that can continue. It is advisable to seek the support of the Local Authority to discuss changes to provision. You can do this via the Provision Evaluation Officers (PEOs).

Vulnerable Pupils

Designated Safeguarding Leads and pastoral staff should:

- Liaise with multiagency colleagues to identify how best to meet the needs of children who are particularly vulnerable, including those identified as vulnerable since March 2020.
- Consider how best to integrate the children who were previously not engaging in remote schooling.
- Ensure DSL trained staff are available to attend and contribute to multiagency meetings.
- Take steps to ensure emergency contact details for vulnerable pupils are up to date and accurate.

Examples to Consider

| | Example | Actions to support |
|--|--|--|
| Vulnerability from need The impact that the young person's needs have on vulnerability. Can the needs be met at home? What support is needed to facilitate learning at home? | A young person with ADHD at home can be challenging for care givers. Additional environmental factors can ascorbate characteristics of the need. | Risk assessments- assess the risk of learning in all environments Ensure that work is differentiated and accessible. Ensure that instructions are clear for parents as well as young person. Maintain regular contact to support and continually assess risk as well as to provide support. |
| Vulnerability from workload What is impact of the expected learning on the young person and home environment? | There may not be the capacity or the specialism to provide a high level of support at home. Does the expected workload create challenges and does this increase a young person's vulnerability? | |
| Vulnerability from need The impact that the young person's needs have on accessibility. Are teachers aware of the needs? What support is needed to facilitate learning at home? The impact VI or HI may have on their learning | A young person with literacy difficulties may rely on 1:1 HLTA is school at home there are other siblings and one laptop. How can this young person access and complete his work? Is the text large enough to be read? Is the audio tuned in to any hearing aid | Ensure that work is differentiated and accessible. Interventions as online classes Ensure that instructions are clear for parents as well as young person. Utilise resources to support planning e.g Oak Academy, SAM Learning Make sure you know whether a VI or HI pupil needs access Focus on accessibility as part of departmental planning for blended learning Maintain regular contact to support and continually assess risk as well as to provide support. |
| <u>Resources and support:</u> What is available to the young person when completing work that has been set? | There may not be the capacity or the specialism to provide a high level of support at home. | |

[RNIB Bookshare](#), which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any pupil with a [print disability](#).

[pdnet](#) provides free [training events](#) for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.

Further Guidance

- [Special Educational Needs in Mainstream Schools: Five recommendations on special education needs in mainstream schools by the EEF](#)
- [SEND Gateway resources](#)
- [SEN Code of Practice 2014](#)
- Education Safeguarding Service [Safeguarding Toolkit](#)

Section 3: Digital Support

Information for local authorities, academy trusts and schools about the devices, internet access and support available to provide remote education and access to children's social care during coronavirus (COVID-19).

(DfE -December 2020)

Reflection Questions

Are staff aware of what support is available to them in utilising their technology?

What are the current barriers that need addressing to make the most of the technology available?

Lack of Devices

- From January 2021, DfE have increased the help available through its get help with technology programme.
- To reapply for more devices, applications can be found [here](#).
- There is also [extensive support available](#) for managing both technical and logistics elements of ensuring children have the right access to a device and internet.

Alternatively, if you have access to an Xbox or Playstation 4, these devices can also be used to access commonly used school platforms such as Google Classroom and Microsoft Teams. To enhance the usability of these devices this is best achieved by connecting a keyboard and/or mouse.



How To Use Google Classroom On Gaming Devices

XBOX

1. Go to Home Menu
2. Select My Games and Apps
3. Scroll down to Apps
4. Go to Microsoft Edge application
5. Type in a search for Google Classroom
6. Select Go to Classroom
7. You will need to log in using your student email address and password.

PS4

1. Turn on PS4
2. Use your controller to scroll to the far right of the bar with games to Library
3. Select Library application
4. Within the library use the search bar to type in Internet
5. Select the Internet Browser app
6. Start Internet Browser and press the triangle button on the controller to search
7. Once on the internet, type in the search box Google Classroom and select the first link that comes up: Classroom: manage teaching and learning Google for Education <https://edu.google.com/products/classroom>
8. Select Go to Classroom. Then log in using student email and Password.

Website compliance

So that pupils and their parents know what to expect from their school if they need to self-isolate, or where national or local restrictions require them to remain at home, schools are required to publish information about their remote education provision on their websites by 25 January 2021.

A optional template can be found [here](#).

Teacher Support and Use

Staff may also require training in how to best utilise systems within schools. Time and training should be given so that teachers can transfer their lessons to be shared remotely. Training material is available for senior staff to deliver to teachers in supporting remote teaching created by [The Key](#). If staff find it difficult to create remote lesson material it is worth exploring the [Oak National Academy's](#) and the [BBC Bitesize](#) resources to use as either examples or integrated into your own provision.

Further Guidance

- [Covid-19 Support guide for schools: Guide designed to help teachers and school leaders support their pupils by the EFF](#)
- <https://get-help-with-tech.education.gov.uk/>
- <https://edtech-demonstrator.lgfl.net/home>

Section 4: What is Effective Remote Learning

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*

(DfE – December 2020)

Reflection Questions

What, in your experience, has been the most effective approach to remote learning in your context?

What have been some of the barriers/ limitations?

How have you been able to overcome these?

The Expectations

The remote education provided should be equivalent in length to the core teaching and learning pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. **This is set at a minimum of 5 hours learning time each day for secondary schools.**

In addition, there should be systems for checking, **daily**, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

Identify a **named senior leader** with overarching responsibilities for the quality and delivery of remote education, including that provision meets expectations for remote education.

What Has Been Learnt

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

- Ensuring children receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling children to receive feedback on how to progress

Characteristics of Effective Teaching to Consider

- Activate prior knowledge through recap and retrieval to create links with existing schema.
- Introduce new material in small steps to avoid placing too much pressure on the working memory. The quality of explanation is important here too and there is much that can be done to refine verbal input using concrete examples, non-examples, dual coding and careful use of language.
- Check understanding using questioning and other formative practises.
- Give children opportunities to see what success looks like through exemplars and modelling. This will support children in being able to make the abstract concrete and see how the stages and processes in a task link together.
- Allow children time to deliberately practise the application of new knowledge. Timely feedback at this stage will be important to reteach, and redirect.
- Provide opportunities to work independently and know what it means to succeed in the task. For learning to become embedded, children need to be able to apply it and eventually transfer it to new situations.
- Use distributed practise and retrieval practice to ensure that the learning has been transferred to the long-term memory and children are able to use it in a flexible way.

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

[What's working well in remote education](#) guidance by the DfE outline key messages around expectations of remote education. In particular, providing evidence based arguments countering some common myths that exist.

Common Myths

- remote education is fundamentally different to other forms of teaching/learning
- remote education is a different curriculum/offer to the content that would be delivered normally
- the best forms of remote education are digital
- the best way to deliver remote education is always through live lessons
- the most important thing is pupils' engagement

We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely. When we do this, we need to focus on the basics:

- Beware of offering too much new subject matter at once. Make sure key building blocks have been understood fully first. We need to assess pupils' knowledge to determine this.
- Consider the most important knowledge or concepts pupils need to know. Focus on those.

- Consider what alternatives exist for traditional practical activities. What can be done at home, or using simulations, for example? Worked examples and modelling can work very well in remote digital education.
- In many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful.

Formative Assessment

When planning for remote learning it is important to consider how assessment will be part of the lesson. Considering how to elicit responses from pupils to check for understanding also helps pupils to stay engaged throughout. Praising pupils who engage and show effort sets an expectation that this is important. [Here](#) you will find a list of effective online tools to use within lessons and here are a few examples of the types of assessment that can be utilised within remote learning:

- Setting self-marked quizzes (eg on Microsoft Forms and Google Forms)
- During live lessons making the most of the chat facility or direct questioning
- Where possible children can send work via the platform eg photos or documents
- Polls can be used to generate quick summaries of class understanding.
- Exit tickets.

Self-Evaluation Tools

- A [self-evaluation framework](#) created with various links for support by the DfE that can be completed by senior leaders in under an hour.
- [The Key](#) also have produced a framework in which schools can use to assess their current provision and reflect on areas of improvement.
- This [one page reflective tool](#) created by the EEF is designed to give school leaders questions for reflection built on evidence from five EEF guidance reports.

Further Reading

- <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>
- <https://www.theeducationpeople.org/blog/how-to-get-blended-learning-right/>
- <https://researchschool.org.uk/hisp/news/reflecting-on-remote-teaching/>
- <https://www.tes.com/news/coronavirus-5-point-model-deliver-online-learning>
- <https://teacherhead.com/2020/03/15/setting-work-for-a-long-haul-shut-down/>

Section 5: Curriculum considerations (Ofsted)

Continuing to teach all or most of the normal planned curriculum in the remote environment is important

(DfE - December 2020)

Reflection Questions

How will learning remotely have the potential to disrupt the current sequencing of the curriculum?

What are the potential opportunities that might enhance parts of the curriculum through remote learning?

How will you identify gaps?

Which are the absolute necessities in the curriculum (threshold concepts etc) that would be best delivered face to face?

Curriculum Sequencing

Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more in order to do more.

This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step.

Remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or a textbook. All schools/colleges should have access to a digital platform so they can provide online education where that is the most appropriate method.

A good textbook can provide the curriculum content and sequencing pupils need. It can also be easier to access for some pupils. However, when using textbooks or worksheets it is still important to make sure that teachers can provide feedback and assess learning. Any worksheets should be aligned with the curriculum and provide meaningful work.

The DfE have provided some examples of curriculum sequencing by [Ark Schools](#).

Notably certain subjects will be more challenging to continue to teach the curriculum remotely. The DfE guidance have a few recommendations regarding this for [Physical Education](#) and [Music, Dance and Drama](#).

Ofsted

Ofsted will resume supportive monitoring visits of schools graded as requiring improvement or inadequate from the 25th January, with a focus on how well children and learners are being educated remotely. These will be completed remotely until February half term. Full details of the inspection process will be forthcoming.

Ofsted will continue to undertake on-site inspections if they have immediate concerns - for example about safeguarding, the leadership of a school, or a failure to provide education to children.

Support for Recovery and Catch Up

The [National Tutoring Programme \(NTP\)](#) will provide heavily subsidised tutoring for Disadvantaged Pupils via two routes for secondary schools to access:

- Tutoring providers, chosen through a stringent selection process run by the Education Endowment Fund (EEF)
- Academic mentors employed by schools and accessed through Teach First who have recruited post-graduates who have completed ITT and undergone academic mentoring training and accreditation process before being made available to schools.

Full details on local providers and how to apply can be found [here](#).

School to school support is also available through [local Regional School Commissioner's](#) office and KAH.

There is also [catch up premium](#) for eligible schools to use towards funding support to pupils who have missed out on education.

Ofqual and Exams

On 4th January it was announced that 2021 summer exams will be cancelled. A [consultation](#) has been launched welcoming feedback on the proposed methods of determining grades. The [full proposal](#) can be read here.

Summary of Exam Proposal

- Student's grades in each subject to be based on teacher assessment decided upon from a broad evidence base.
- Final assessment made towards the end of the academic year (mid-June).
- Exam board to provide guidance and training in due course as well as make available assessment material.
- Exam boards to provide an external quality assurance.
- Results likely to be released in early July.
- Students can appeal their grade immediately following results.

Planning for 2021



In partnership with
**THE EDUCATION
PEOPLE**

The EEF have updated their recommendation [tiered model](#) for supporting schools in planning for 2021 in order to implement sustain effective change.

Further Reading

- <https://www.futurelearn.com/courses/blended-learning-getting-started/0/steps/7848>
- <https://www.teachthought.com/learning/12-types-of-blended-learning/>
- <https://elearningindustry.com/blended-learning-classroom-6-elements-effective#:~:text=An%20effective%20blended%20learning%20classroom%20mandates%20a%20definite%20understanding%20of,to%20successfully%20achieve%20course%20objectives.>

Section 6: Communication and Engagement

Schools should have arrangements in place to support attendance and engagement which consider what additional support children and young people need to make a successful return to their full time education.

(DfE - December 2020)

Reflection Questions

What has worked well in engaging parents and carers in supporting remote learning?

How effective is communication currently? Can it be improved?

Communication

Ensuring work is clearly communicated sets expectations of what is required. The expectations of schools are to set meaningful and ambitious work each day in a number of different subjects. Ensuring work is set in a clear way will ensure pupils are able to engage and access the work set.

Systems should be in place to check that pupils are engaging in the work being set daily and parents should be informed where engagement is a concern.

Parental Engagement

[Here](#) is a helpful summary that can be sent to parents to helpful summary from DfE.

The [EEF guidance reports](#) offer suggestions and best bets in ways of communicating with parents. Working effectively with parents can be challenging and is likely to require sustained effort and support. Many schools do not have an explicit plan for how they work with parents. Schools work to engage hard to reach parents may not be successful and schools may need to review their approach for these pupils in order to ensure equality of opportunity and avoid learning gaps from widening further.

[Exemplars of evidence based text messages and email correspondence](#) created by the EFF on various remote learning expectations and tips could be considered in your schools approach to communicating with families.

SHS have a helpful [parental engagement toolkit](#) that can support a review of how best to maintain and improve communication with parents.

More advice can also found in the [September Guidance](#) on page 20. As well as this comprehensive [Review of best practice in parental engagement by the DfE](#).

Support for Parents

[Here](#) you will find helpful and concise advice on how best to support parents with home learning.

Pupil Participation

Adverse experiences due to home situations may contribute to disengagement with education. Schools should work with those pupils who may struggle to reengage in learning and are at risk of not participating. Teachers should know these pupils and make necessary arrangements to include and engage them. This is likely to include prioritising the acknowledgement and praise of work from these pupils.

A detailed checklist can also be used to review and plan effective ways of engaging pupils which can be found [here](#).

Final Reflection Questions

1. What are the main points from the guidance that you would want to take back to your teams and school?
2. What further information do you need?
3. How could The Education People support you further with Remote Learning in your context?

Further Support

Schools and academies are advised to talk within their collaborations, quads, triads and local partnerships when seeking good practice. KAH area representatives can also support schools with signposting similar settings. For additional assistance please contact the most relevant adviser from the list below.

| Name | Job Title | Email Address |
|----------------|---|--|
| Siobhán Price | Interim Head of Service / Principal Improvement Adviser | Siobhan.Price@theeducationpeople.org |
| Kim Gunn | Principal Improvement Adviser (North & West Kent) | Kim.Gunn@theeducationpeople.org |
| Peter Stewart | Principal Lead (Special, PRUs & SRPs) | Peter.Stewart@theeducationpeople.org |
| Zoe Enser | Specialist Lead Adviser (English) | Zoe.Enser@theeducationpeople.org |
| Andrew Woods | Specialist Lead Adviser (Maths) | Andrew.Woods@theeducationpeople.org |
| Claire Lidyard | Specialist Lead Adviser (SEND) | Claire.Lidyard@theeducationpeople.org |