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31/1/21

Hi Ellist

This is a little note to say well done on achieving 50 dujos. You have been working very hard both at home and in our 45 hub at school and you should be very proud of yourself because of this - I definitely am! Thank you for

always joining in well on online lessons with good ideas and answers. It's good to see you keeping on top of all of your maths learning too - I know you like maths!

Enjoy your sweets. :)

Love
Miss Emley
X



Monkwood Primary School

School Context

Number of pupils accessing remote learning at home / number of pupils not attending (based on an average for the week)									
	Total	FS1	FS2	KS1	Lower KS2	Upper KS2	Vulnerable pupils	EHCP	LAC
Total	444	44	60	109	119	112	25	6	2
In school	122	13	23	27	30	29	10	3	1
	27%	30%	38%	25%	25%	26%	40%	50%	50%
Remote learning *	303	27	36	77	86	77	14	3	1
	68%	61%	60%	71%	72%	69%	56%	50%	50%
Not fully engaged	19	4	1	5	3	6	1	0	0
	4%	9%	5%	3%	2%	5%	4%	0%	0%

* of these 44 have received laptops and 4 have received internet dongles

Ofsted Area	Grade (2019)
Overall Effectiveness	3
Quality of Education	3
Behaviour and Attitudes	2
Personal Development	2
Leadership and Management	3
Quality of Early Years Education	2

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.

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.

Leadership

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

School scores leadership as 4 because...	
<p>Remote education plan</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>Strengths</p> <ul style="list-style-type: none"> ● Considered lessons learned from last period of national lockdown, with reference to online learning ● Staff accessed Google classroom training ● Personalised Home learning Policy; Remote education policy and plan on google drive ● Head and Deputy have overarching responsibility ● SLT responsible for remote education in their subject area or phase. Disseminated expectations in terms of best practice ● SENDco adapted personalised education plans, and disseminated to all teaching staff. ● Review of plans across school and each subject area to ensure that, as closely as possible, full curriculum is delivered to a high and equitable standard <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Promote the successes of online learning on our website more frequently.
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Staff spent a significant amount of time developing parent's understanding of how to support their child access both remote and online learning. This has been followed up on a regular basis by class teachers, SEND team and Senior Leaders. ● Parents are informed regularly about online provision and school expectations via dojo and google classroom ● Staff have high expectations for online learners as well as the children on school premises ● Via Head teacher's half termly report, Governors are kept up to date with information about remote learning ● parent questionnaire <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Repeat parent questionnaire more frequently for feedback and areas for support
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> ● understanding the impact on staff workload and how to mitigate against it ● staffing changes 	<p>Strengths</p> <ul style="list-style-type: none"> ● Communication between staff and Senior leaders is strong, and workload was addressed by Week 2 Spring Term 1 ● Deadlines removed from google classroom to alleviate staff and parent stress ● Regular checks on staff wellbeing ● Learning videos produced to support families

having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts

- Staff have access to the Bromcom system
- Phase leaders check in with staff weekly to monitor mental health and wellbeing.
- SLT drop-in sessions

Areas for Development / Next Steps

- Actions above to be reviewed on weekly basis and any concerns responded to promptly
- Phase leader drop-ins and feedback to SLT

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.

School scores remote education context and pupil engagement as 4 because...	
<p>Home environment</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"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation 	<p>Strengths</p> <ul style="list-style-type: none"> • Practical resource packs sent home to all children (whiteboards/ pens/ work books/ maths equipment etc) • Engagement- topics encourage children to buy into their learning • Online resources e.g. parent guides/ How to... • Interventions still taking place including one to one readers in KS1 • 1:1 sessions available to support lack of understanding • Feedback at the point of learning both orally and written via google classroom. • Mental health sessions once a week (snack and chat etc) • Contact parents directly if non-engagement is highlighted. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Gather top tips from other schools as to how they support pupils overcome challenges within the home environment
<p>Laptops, tablets and internet access</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>Strengths</p> <ul style="list-style-type: none"> • 100% take up of laptops and dongles, up to date 44 laptops have been distributed and 4 internet dongles • 1:1 parent and child support on getting logged in • Staff available for troubleshooting • Videos provided with support for parents on how to access google classroom • Family visits (daily calls/ weekly check ins) • Effective use of Dojo for communicating with children/parents • Reward systems in place such as Dojo and Star of the Week <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Continue to monitor and respond promptly should families express difficulty accessing online learning
<p>Supporting children with additional needs</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. This includes guidance for parents and carers on</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Class 14 staff in regular contact with families via telephone and by visiting them at home. High priority given to supporting vulnerable familie, as a result contact is as frequent as necessary • Intervention timetable for children with IEP • ELSA support through weekly activities/mindfulness • Liaising with professionals such as CAMHS for emergency support

<p>how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<ul style="list-style-type: none"> ● Virtual SEN reviews and multi agency meetings ● 1:1 online reading ● 1:1 Online support for specific needs children with bespoke learning ● SALT TA providing phone call check ins. ● Copies of speech and language activities sent home for parents to complete. ● Copies of children's IEP's and activities to support targets sent home for parents to complete. ● SALT professional making regular calls to children with speech and language needs. ● A range of resources provided for supporting home learning in line with a child's individual needs. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Never forget the emotional impact supporting families in such a way can have on staff. Continue to develop mechanisms of support
<p>Monitoring engagement 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>Strengths</p> <ul style="list-style-type: none"> ● Daily register - children identified quickly and calls home/ visits made ● Work not submitted - teachers contact individuals via dojo/ phone call home ● Vulnerable families are offered a place in the hub ● Where engagement is a concern; Telephone contact from class 14 team, Class 14 staff visits to home, Direct contact from HT. ● Supporting parents literacy skills/understanding <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Continue to monitor and respond promptly should families express difficulty accessing online learning
<p>Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● One to one sessions carried out to talk through technological difficulties (either phone call or hangout) ● Paper packs sent out to families who prefer to work in this way ● Home visits to SEND and online one to one sessions ● How to guides provided for children and parents - how to use google classroom <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Continue to monitor and respond promptly should families express difficulty accessing online learning

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

School scores curriculum planning and delivery as 4 because...	
<p>Minimum provision 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"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day <p>Key stages 3 and 4: 5 hours a day</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Work is set on google classroom platform • Work is checked and responded to daily • Minimum 3 hours per day in KS1/ Minimum 4 hours per day in KS2 <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • To be monitored by phase leaders, in particular with reference to wider curriculum. Gather evidence on 'how we know' wider curriculum is being delivered to high quality, following curriculum plans
<p>Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Teaching and learning follows the WPT and school long term planning • Remote learning mirrors the work planned in the hubs and is a mixture of direct teaching, recorded videos, online activities and work in work books. It also includes practical activities eg model making, and familiar resources which a child may access within the classroom have also been provided eg number cards • During the online sessions learning is modelled by the teacher as it is in class. • Children hand in work from across the curriculum, which is marked and returned for edits. Pupils also submit photos or short videos of learning outcomes. • Children are engaging with Bedrock Vocabulary and TT Rockstars. • Reading challenges are set throughout school • Staff record modelled art sessions for use online and in hubs. • Bespoke planning and delivery in small groups responding to individual needs in EYFS <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • To be monitored by phase leaders, in particular with reference to wider curriculum. Gather evidence on 'how we know' wider curriculum is being delivered to high quality, following curriculum plans. Avoid over reliance on online resources
<p>Curriculum delivery The school has a system in place to support remote education, using curriculum-aligned resources.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Not all learning is online, and, as fits with the schools philosophy regarding how children learn best, includes a range of first hand experiences and practical tasks • 3D resources have been provided to support learning, as have quality paper and art materials

<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. The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p>	<ul style="list-style-type: none"> ● Google classroom with KS1 and EYFS facilitating both live and recorded lessons ● Each session starts with a recap of previous learning ● General feedback given on previous lesson's learning - positives and how to move forward. ● Good examples of work shared with the class. ● Common misconceptions addressed ● Use of instant chat box/ quick quiz ● Quick fire questions/ hands up ● Screen sharing smart notebook – quality ● Mirrors best practice – running commentary ● Direct modelling on screen using blank notebook – addressing misconceptions at the point of learning ● Follow up tasks in white rose books/GPS/RWI ● Communication through class dojo (SEND highly supported) ● After whole class sessions the opportunity to stay on and have misconceptions cleared or further teaching is available. ● Use of google forms for assessment ● Online task uploaded daily, to regulate pace <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Increase the use of Google Forms/Quiz at the end of each half term to assess learning in all areas of the curriculum.
<p>Assessment and feedback</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. The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Daily feedback is given through google classroom - using commentary boxes ● Writing is edited by class teacher and scores given ● Children are able to fix their errors and resubmit ● Live sessions - questions are directed to individuals - ● Daily feedback provided in EYFS through class dojo (photo evidence etc) ● Misconceptions identified from previous marking will be addressed at the start of the online lesson. ● Feedback is given on all areas of the curriculum not just Maths and English. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Develop assessment clarity, with partners across Trust

Capacity and capability

Schools support staff to deliver high-quality remote education.

School scores capacity and capability as 4 because...	
<p>Effective practice 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>Strengths</p> <ul style="list-style-type: none"> Monitoring of remote learning undertaken by senior leaders throughout school Phase leaders share best practice and resources - plan in year group teams Phase leaders demonstrate how to access/ deliver sessions to support staff CPD quickly identified for google classroom/ whiteboard fi/ school cloud/ google forms for all staff Staff share resources to support online learning <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> Continue to explore new and engaging platforms Best practice and effective teaching needs to be shared more....not just across school but also across Trust
<p>Staff capability 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. 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. Where possible, the training provided is sustained and interactive to ensure staff continue to support effective teaching practice remotely.</p>	<p>Strengths</p> <ul style="list-style-type: none"> CPD provided on google classroom/ whiteboard fi/ school cloud/ google forms for all staff Staff have provided small group/individual sessions for children with SEND Staff have provided bespoke learning packages to support children with SEND Staff have adapted to children's needs within the live sessions, for eg- children with ASC do not have their camera on due to sensory needs. SEND children are supported by trained staff on a 1:1 basis/very small groups supporting online learning. <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> Personalise and increase interventions for children who are in danger of falling behind.
<p>Strategic partnerships The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and hubs.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Share videos of good practice using Google Drive Sharing effective resources for online teaching and learning CPD on online writing sessions <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> Seek insight from Trust SLE's and HT group in order to share best practice

Communication

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

School scores communication as 4 because...	
<p>Realistic expectations of pupils, parents and carers 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>Strengths</p> <ul style="list-style-type: none"> ● Tried and tested methods of telephone contact, and home visits, still used as highly effective and personalised point of contact. Staff respond promptly, highlighting any child/ family who is having difficulty accessing learning ● Assignments and presentations to support assignments are uploaded daily. ● Parent Guides are shared via dojo ● Parent videos are shared via dojo and google classroom ● A weekly timetable is posted on dojo ● Assignments are submitted daily for review by the CT <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Implementation of School Cloud ● Home visits for those unable to access online communication systems
<p>School community events Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Online assemblies ● Online mental health day (Dress to Express) ● Once a week sharing session - baking ideas, family pets, videos of science investigations. ● SEND friendship group online sessions for speaking and sharing experiences <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Parent consultation using School Cloud. All staff have now been trained and undergoing 'test run' with selected families. Proposed roll out to all families week beginning 22.02.2021 ● 'Picnic Lunch' to be piloted week beg 08.02.2021

Safeguarding and Wellbeing

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

School scores capacity and capability as 4 because...	
<p>Ensuring safety 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>Strengths</p> <ul style="list-style-type: none"> • All good practice continues • Prompt response to families on the brink of crisis or where concerns arise. Places offered in school, additional support offered at home, communication with other agencies, access to targeted support • All safeguarding concerns reported to DSL, CPOMS is used to log any low level concerns staff may have and is monitored daily by safeguarding team. • Good communication continues with other agencies and RCS • Communication with SENDco continues to be strong, and feedback prompt • Continuous conversations ensure children are not forgotten • Home visits two and three times weekly • Spring Term 1; Case Conferences 2, Core groups 4, CIN meetings 9, PEPs 2, Lac Reviews 2, TAF 1, Reports submitted for Legal Gateway 2, Early help meetings 6 <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Full review of all children currently on roll to ensure that no families have 'slipped through the gap' • Return of DC to Safeguarding role
<p>Online safety 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>Strengths</p> <ul style="list-style-type: none"> • Safeguarding training provided • Safeguarding policy • Pre-recorded videos • Online protocol established • Any breaches of online safety addressed as a matter of urgency <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> • Continue to monitor best practice and disseminate to all staff • Produce clear response guide for staff, taking into account lockdown
<p>Wellbeing Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Access to 'Me in Mind' sessions in school or online • Vulnerable children are visited by members of staff for a catch-up • Most vulnerable children have been given a place in school hubs

<p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<ul style="list-style-type: none"> ● Sharing home learning videos/recipes/artwork/stories etc ● Stay on sessions for pupils and parents that need help ● Trust staff wellbeing questionnaire completed, and headlines shared with school. Key areas addressed <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Never forget the emotional impact supporting families in such a way can have on staff. Continue to develop mechanisms of support
<p>Data management The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Trust approved secure sites only used <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Report all breaches as matter of urgency
<p>Behaviour and attitude There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Strengths</p> <ul style="list-style-type: none"> ● Rules were established the first week of online learning ● All children have respect their peers ● Hands up when they want to speak ● Mute button on/Mute stick ● Be mindful and listen to others speak. ● Targeted questions ● Dojos rewarded for good learning and behaviour <p>Areas for Development / Next Steps</p> <ul style="list-style-type: none"> ● Use of CPOMs/ Leadership response where breaches occur and huge well done are needed

Potential actions and resources if score is 1 or 2

Leadership

The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes [short videos](#) developed by schools and colleges, and [guidance](#) on how to embed digital technology to support remote education.

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

For guidance on how to remain cyber-secure, please refer to [Cyber security in schools: questions for governors and trustees](#).

Read the guidance on [actions for schools during the coronavirus outbreak](#) and refer to [Oak National Academy](#) for help to deliver a planned curriculum for all.

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.

GOV.UK provides guidance to support schools to [publish information about their remote education provision on their websites](#) for parents.

The Education Endowment Foundation has provided a [guide for schools](#) on how to communicate with parents during coronavirus (COVID-19).

GOV.UK provides the following guidance:

- [recording attendance in relation to coronavirus \(COVID-19\) during the 2020 to 2021 academic year](#)
- [actions for schools during the coronavirus outbreak](#)

[remote education good practice](#)

Remote Education and Pupil Engagement

The EdTech Demonstrator Programme's [remote education roadmap](#) supports schools to adapt their remote education provision depending on a pupil's home environment.

Where pupils might lack digital access to support the school's remote education provision, schools should refer to the [get help with technology during coronavirus \(COVID-19\)](#) guidance for support on providing pupils with [laptops, tablets](#) and [internet](#).

The Education Endowment Foundation provides a [metacognition and self-regulation toolkit](#) on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.

Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on [how to set up a virtual classroom](#) and how to [embed technology into teaching practice](#).

Where pupils might lack digital access, schools should refer to the [get help with technology during coronavirus \(COVID-19\)](#) guidance for support on providing pupils with [laptops, tablets](#) and [internet](#).

The EdTech Demonstrator Programme has made [a range of SEND resources](#) available for schools and colleges, including webinars on how to support pupils with SEND.

The guidance on [actions for schools during the coronavirus outbreak](#) provides guidance on how schools should support [pupils with SEND and vulnerable children](#).

[Oak National Academy provides resources for teachers to support children with additional needs](#)

Advice on how schools should monitor engagement is highlighted in the [remote education expectations guidance](#).

EdTech Demonstrator networks have produced a range of webinars and tutorials, including [sharing advice and top tips on ways to monitor and evaluate progress](#)

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.

Curriculum Planning and Delivery

Remote education expectations are highlighted in [actions for schools during the coronavirus outbreak](#).

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

GOV.UK provides resources on remote education [good practice](#) and [how to adapt teaching practice](#) for remote education.

The Education Endowment Foundation provides [a support guide for schools](#) designed to help teachers and school leaders support their pupils during remote education.

GOV.UK provides:

- guidance on [accessing and buying resources for remote education](#)
- resources on remote education [good practice](#)
- [guidance on how to access and set up online digital platforms](#) to support delivery
- [Oak National Academy](#) provides resources and guidance on how to map resources to a school's existing curriculum.

[RNIB Bookshare](#), which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.

GOV.UK provides guidance on:

- assessing pupil progress and providing feedback in the [remote education good practice](#) guidance
- [assessments and exams](#)

The EdTech Demonstrator Programme provides [online training videos](#) for schools on effective assessment and feedback.

Capacity and Capability

The Education Endowment Foundation provides [a support guide for schools](#) designed to help teachers and school leaders support their pupils during remote education.

GOV.UK provides a [good practice guide](#) to support schools in their delivery of remote education.

The EdTech Demonstrator Programme provides guidance on [how to use online platforms and resources](#), including for children with SEND.

The [EdTech Demonstrator Programme](#) provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on [how to use online platforms and resources](#), including for children with SEND.

[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 student with [dyslexia or visual impairment](#).

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

There are several school-to-school support networks which you can make use of, including:

- The [EdTech Demonstrator Programme](#) for advice and guidance on remote education, including how to embed technology into teaching practice, and how to embed practice across MATs
- [Maths hubs](#) to improve maths education
- [English hubs](#) to improve teaching of phonics, early language and reading in reception and year 1
- [Computing hubs](#) to improve the teaching of computing and increase participation in computer science

Communication

Remote education expectations are highlighted in the [actions for schools during the coronavirus outbreak](#)

GOV.UK has brought together [school-led webinars](#) to share best practice in setting up remote education.

The [school workload reduction toolkit](#) provides example communication policies and email protocols.

The Education Endowment Foundation has provided a [guide for schools](#) on how to communicate with parents during coronavirus (COVID-19).

Safeguarding and Wellbeing

GOV.UK provides guidance on [safeguarding and remote education during coronavirus \(COVID-19\)](#).

Schools should also refer to statutory guidance for schools and colleges on [safeguarding children](#).

GOV.UK provides guidance on:

- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [teaching online safety in schools](#)

GOV.UK provides advice on supporting pupil [wellbeing during remote education](#)

GOV.UK provides guidance to support schools:

- with [data protection activity](#), including compliance with GDPR to be [cyber secure](#)

GOV.UK provides guidance on [behaviour expectations](#) in schools.