

Remote Education Support

What is the Policy?

Schools and colleges have worked hard over the summer and the autumn term to prepare for full reopening and to develop remote education contingency plans. 87% of students in state-funded schools were in school as of 17 September.

Minister Lady Berridge wrote (9 October) that 'Where there are local outbreaks of coronavirus (COVID-19) the government will take action to control the spread of the virus. In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all. However, there may be exceptional circumstances in which some level of restriction to attendance at schools is required in a local area. In those situations, restrictions will be implemented in a phased manner, the key aim being to retain as much face-to-face provision as possible, with priority for children of critical workers and vulnerable children.'

'Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to offer them access to remote education immediately'. The Department asked schools to monitor engagement with this activity. During the lockdown, most children were educated at home. This 'home-schooling' is not the same as elective home education (EHE), EHE is where a parent chooses not to send their child to school full-time but assumes responsibility for making sure their child otherwise receives a full-time education.

Duty to deliver Remote education

On 1 October 2020, the Department published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to COVID-19. This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance. DfE says the Direction 'will help provide assurances to both pupils and parents that if pupils have to self-isolate at home their education will not be disrupted.' <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

The DfE expected all schools to have had remote education contingency plans in place by the end of September at the latest.

What are the Government's Expectations?

Guidance for Opening and Remote Education

DfE guidance has a dedicated section on remote education support 'which outlines our expectations, which is available here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

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. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- 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
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in how schools can plan for tier 2 local restriction. We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Remote Education Good Practice Guide

DfE has issued (1 October) a good practice guide that should be used by staff responsible for the curriculum and its delivery in schools. It offers suggestions to help schools meet the expectations for remote education set out in the guidance for full opening. These suggestions are non-statutory.

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

What resources are available?

The following range of resources to support schools in delivering remote education is available.

Online education resources for home learning

DfE has produced a quality-assured list of remote education resources which are available to schools and parents for free over the summer term.

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

Examples of teaching practice during coronavirus (COVID-19)

An opportunity for schools to learn from each other's emerging practice as they develop their approaches to providing remote education was updated on 21 June

<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>

Remote Webinars

The Department for Education (DfE) has been offering several school-led webinars on remote education to help share good practice. This is to support schools that are looking for help to improve the quality of their remote provision in line with the expectations set out in the guidance for full opening. Previous webinars are on the DfE You Tube Channel see link below

<https://www.youtube.com/user/educationgovuk>

<https://www.gov.uk/guidance/remote-education-webinars>

Video lessons

From that start of the autumn term, **Oak National Academy** has made available video lessons covering the entire national curriculum, available to any school for free. These were developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources aim to be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

<https://teachers.thenational.academy/>

SEND

Oak National Academy has some specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

Digital education platforms

There's government-funded access to one of 2 free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

<https://covid19.thekeysupport.com/covid-19/deliver-remote-learning/make-tech-work-you/digital-education-platform-hub/>

EdTech Demonstrator programme

This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme. Over £1m of additional funding is being invested in expanding the EdTech Demonstrator programme, a network of schools and colleges that provide peer-to-peer support to help teachers and support workers use technology as effectively as possible. The EdTech Demonstrator programme, which currently has capacity to provide bespoke one to one support to 3,400 schools and colleges, will be expanded to support a further 1,000. The existing network of Demonstrators will grow to 50 schools and colleges, supported by £1.5m of additional funding. <https://edtech-demonstrator.lgfl.net/>

National Tutoring Programme

Minister Nick Gibb said that (2 October) that 'The National Tutoring Programme (NTP) will provide additional, targeted tutoring support for disadvantaged and vulnerable pupils who need the most help to catch up. It is important that decisions about what support pupils receive are made locally by those who understand their needs. Schools are encouraged to direct NTP support to pupil premium pupils who have

been hardest hit by the disruption to their education. Schools are also able to exercise their professional judgement to include other disadvantaged and vulnerable children who are most in need of support. Looking ahead, the NTP is also seeking to stimulate a longer-term supply of high quality and low- cost tutoring for the future. Evidence is clear that tutoring (both one-to-one and in small groups) is extremely effective in improving academic attainment. The Government's aim is to expand the capacity of high-quality tutoring provision across the country, so that schools can access quality tutoring for their pupils, as required. The government's delivery partner, the Education Endowment Foundation (EEF) manages the Tuition Partners strand of the NTP. DfE says 'The Tuition Partners strand will provide subsidised, high-quality tutoring to schools, scaling up supply and signalling the quality and standard we expect of tutoring provision.' To remove the burden of organising and quality-assuring tutoring from individual schools, and in line with the overall expectations and scale of the programme, EEF are seeking high quality tutoring organisations, 'who can manage delivery in line with robust quality and capacity requirements and who can be supported to build capacity rapidly to meet demand. As well as existing tutoring providers, EEF have stated that they are happy to accept applications from other organisations, for example, local authorities, charities and universities, who are able to meet the necessary criteria.'

Catch Up Premium

As well as the NTP, the Department is also providing £650 million for a catch-up premium for all schools to help make up for lost teaching time. Schools can prioritise support based on individual needs, including pupils from deprived backgrounds and pupils facing other challenges, such as young carers, those working with a social worker, and those with mental health needs. Schools are free to use this funding to meet the needs of their pupils, including, for example, intervention programmes, extra teaching capacity **or access to technology**. To help schools make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students and a further 'school planning guide: 2020-2021'. These are available at:

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>
and:

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoringprogramme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>.

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Laptops, tablets and 4G wireless routers

'Laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. Local authorities and academy trusts will continue to own these devices. Following pupils returning to school this term, laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak. These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.

Wifi hotspots

'In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. They are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available.'

<https://get-help-with-tech.education.gov.uk/about-bt-wifi>

Also see BBC Bitesize: www.bbc.co.uk/bitesize

SecEd

This is the third edition of the SecEd compendium of home schooling and remote education resources for schools, teachers and parents. It covers a range of subjects, including for example Literacy, Numeracy and

the Sciences as well as exercise and keeping fit, mental health and wellbeing, cultural and arts activities, and whole-school support. Resources covering a wide range of curriculum areas continue to be published – many free and open access – to support schools and families with home learning.

<https://www.sec-ed.co.uk/best-practice/home-education-schooling-resources-schools-teachers-parents-part-3-curriculum-coronavirus-covid-19/>

Covid-19 support guide for schools

The EEF published this guide to help teachers and school leaders support their pupils following the Covid-19 closures. It offers an overview of relevant evidence and links to key resources. It is designed in particular to support and inform schools' decisions about how to use catch-up funding announced in June 2020.

[EEF](#)

International

OECD

Supporting the continuation of teaching and learning during the COVID-19 Pandemic- Annotated resources for online learning

The OECD's first module, published end of March 2020 – A framework to guide an education response to the COVID-19 Pandemic – is a tool to support education leaders based on a cross-national survey conducted between the 18th and 27th of March 2020. This second module is a collaborative effort between the Global Education Innovation Initiative at the Harvard Graduate School of Education, the OECD's Directorate of Education and Skills. The resources are grouped into three broad sections, according to their purpose:

Curriculum Resources: These include lessons, videos, interactive learning modules and any other resources that directly support students in acquiring knowledge and skills

Professional Development Resource: These are resources which can support teachers or parents in supporting learners, guiding them to content, developing their skills to teach remotely, or more generally augmenting their capacity to support learners now learning more independently and at home, rather than at school.

Tools: These include tools that can help manage teaching and learning, such as communication tools, learning management systems or other tools that teachers, parents or students can use to create or access educational content.

<https://www.oecd.org/education/Supporting-the-continuation-of-teaching-and-learning-during-the-COVID-19-pandemic.pdf>

Safety

Support on delivering remote education safely is available from:

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[Safe remote learning](#), published by SWGfL

[Online safety and safeguarding](#), published by LGfL, which covers safe remote learning

The National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)

[Safeguarding and remote education during coronavirus \(COVID-19\)](#), published by DfE annex C of [keeping children safe in education](#)

Selected Media

Op-Ed: Why remote learning is hard — and how to make it easier

DANIEL T. WILLINGHAM *LA Times* SEP. 18, 2020 3 AM

Daniel T. Willingham is a professor in the department of psychology at the University of Virginia. [LA](#)

5 easy tricks for successful online teaching

By Blog Editor, IOE Digital, on 17 June 2020

Eileen Kennedy suggests that research on MOOCs can tell us what works for online learners. Eileen Kennedy is a Senior Research Associate based at UCL Knowledge Lab. She researches ways of scaling

up digital and online learning with two ESRC funded Research Centres: the Centre for Global Higher Education and the RELIEF Centre. [IOE](#)

Can we educate teachers effectively in a remote learning environment?

Harry Fletcher Wood -WOOD Associate dean, Ambition Institute

Schools Week Mon 25th May 2020, Fletcher-Wood looks at new evidence about how to educate teachers when face-to-face contact isn't possible

<https://schoolsweek.co.uk/can-we-educate-teachers-effectively-in-a-remote-learning-environment/>

Coronavirus: How to maximise distance learning

Dan Worth TES 3rd April 2020

With schools closed, teachers are getting to grips with remote learning – what does research say about best practice?

<https://www.tes.com/magazine/article/coronavirus-how-maximise-distance-learning>

Coronavirus: a 5-point model to deliver online learning

Remote learning is something every teacher now has to tackle – Mark Enser is head of geography and research lead at Heathfield Community College outlines a plan in TES to make things easier informed by Rosenshire principles 26th March 2020

<https://www.tes.com/news/coronavirus-5-point-model-deliver-online-learning>

Research

EEF- Best evidence on supporting students to learn remotely

Rapid evidence assessment examining the existing research to support the remote learning of pupils.

The EEF's rapid evidence assessment examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

Teaching quality is more important than how lessons are delivered

Ensuring access to technology is key, especially for disadvantaged pupils

Peer interactions can provide motivation and improve learning outcomes

Supporting pupils to work independently can improve learning outcomes

Different approaches to remote learning suit different types of content and pupils

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Collated for SSAT by Patrick Watson, Managing Director of Montrose Public Affairs Consultants Ltd