

# **Review of remote education provision**

**January 2021**

# 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. Embedded	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
<b>Remote education plan</b> 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.	DB platform for recorded lesson/ powerpoint/ tasks etc Zoom for: Registration Group sessions (based on assess) Guided reading, English and Maths, Topic	Still need for more devices	4	To help develop your remote education plan:  The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes <a href="#">short videos</a> developed by schools

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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>Work set is aligned to classroom curriculum</p> <p>Format of work shared suits the family taking into consideration:</p> <ul style="list-style-type: none"> <li>• Digital divide – not just access to devices but ability and/ or pressure of expectations to use the online platform</li> <li>• EAL/ SEN/ no of siblings etc</li> <li>• Support available whilst work is being completed</li> </ul> <p>Clear differentiation</p> <p>Subject specific weekly tasks for French, Maths, Science</p> <p>Half termly challenges for Art, DT, Music, RE</p>			<p>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><a href="#">Cyber security in schools: questions for governors and trustees</a> gives guidance on how to remain cyber-secure.</p> <p>Refer to <a href="#">Oak National Academy for help to deliver a planned curriculum for all.</a></p>

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<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>All info shared via text, email, website and social media</p> <p>Monthly newsletter</p> <p>Parents communicate via DB, call or email school office</p> <p>Weekly whole school assembly</p> <p>Calls to ensure:</p> <ul style="list-style-type: none"> <li>• attendance at registration</li> <li>• attendance at zooms</li> <li>• work completion</li> </ul> <p>Blended learning Policy shared</p> <p>Rota of phone calls for CP and SEN chn to ensure accessibility of learning is achieved.</p> <p>Calls to all chn with paper packs weekly</p>	<p>DB v Tapestry use in EYFS</p>	<p>4</p>	<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 publish information <a href="#">about their remote education provision on their websites for parents</a>.</p> <p>The Education Endowment Foundation has provided a <a href="#">guide for schools</a> on how to</p>

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				communicate with parents during COVID-19.
<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>Bi - weekly staff meetings scheduled</p> <p>One to one staff SLT communication daily</p> <p>SLT teaching</p> <p>Clear expectations</p> <p>Staff given some autonomy to create a working timetable that suits them and their class – SLT quality assure</p> <p>SLT check DB content and planning</p>	Parent voice	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="#">full opening for schools: school workforce</a></li> <li>• <a href="#">remote education good practice</a></li> </ul>

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## Remote education context and pupil engagement

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

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Home environment</b></p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> <li>• understanding their strengths and weaknesses to improve their learning</li> <li>• how to learn from home</li> <li>• how to manage their time during periods of isolation</li> </ul>	<p>Vulnerable chn invited into the HUB</p> <p>Class teacher registration every morning gives chn opportunity to see class mates and CT explains breakdown of the day's expectations</p> <p>Continuous DB messaging where chn can ask questions</p> <p>Computers given to families who need them</p> <p>Small group sessions for chn different ability groups</p> <p>Regular contact with families to ensure</p> <p>Weekly whole school assembly</p> <p>Clear structure/ routine established for each yr/gr</p>	<p>Presentation – consider books</p>	<p><b>4</b></p>	<p>The EdTech Demonstrator Programme's <a href="#">remote education roadmap</a> supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the <a href="#">Get help with technology during coronavirus (COVID-19)</a> guidance for support on providing pupils with <a href="#">laptops</a>, <a href="#">tablets</a> and <a href="#">internet</a>.</p> <p>The Education Endowment Foundation provides a <a href="#">metacognition and self-regulation toolkit</a> on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p>



<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>Laptops given out</p> <p>Vulnerable children in HUB</p> <p>Paper packs created in line with curriculum</p> <p>CGP books bought for Year 2 and Year 5</p> <p>Also differentiated to LA in year 2 with year 1 books and some year 2 books given to LA year 3</p> <p>SIM cards with data provided</p>	<p>Awaiting more laptops</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</p>	<p>EHCP children in the HUB with 1:1</p> <p>Differentiated paper packs provided</p> <p>Children with an additional need (EHCP) are contacted once every two weeks by HT –</p>	<p>Differentiation on DB to be improved (some year groups doing this well)</p> <p>Set up an email support group for parents who have children with exceptional needs – Emails will include resources, advice and</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 for full opening f provides guidance on how</p>

<p>structures and provision in place to help remote education.</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>checking in on the children and how they are getting on.</p> <p>Parents have access to SENCO's email/work number for queries to do with SEN – do not therefore need to go through the office.</p> <p>Vulnerable children and children with an EHCP all offered places in the school hub.</p> <p>Safeguarding team contact all vulnerable children based on a traffic light system (informs how often we contact parents)</p> <p>Parents have access to teachers via DB primary for queries</p>	<p>guidance on how best to meet the needs of their child if a hub space has not been offered.</p> <p>-Pupil passports to be sent home – summarises professional advice and teacher advice to help children at home</p> <p>-LASS intervention group to be set up so that children with language and social skills needs still have access to some additional intervention.</p> <p>-Looking at moving some therapeutic interventions online (drawing and talking, tiger teams, language for thinking, speech interventions, nurture group etc.)</p> <p>-Enable parental access to edukey – making SMART targets interactive so that we can all work on them.</p>	<p>schools should support <a href="#">pupils with SEND and vulnerable children</a>.</p> <p><a href="#">Oak National Academy provides resources for teachers to support children with additional needs</a>.</p>
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<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>Registers for morning sessions to office by 10am</p> <p>Calls made reasons logged</p> <p>Calls made by CT and SLT if not engaging in zooms or work incomplete</p>		5	<p>Advice on how schools should monitor engagement is highlighted in the <a href="#">remote education expectations guidance</a>.</p> <p>EdTech Demonstrator networks have produced a range of webinars and tutorials, including <a href="#">sharing advice and top tips on ways to monitor and evaluate progress</a>.</p>
<p><b>Pupil digital skills and literacy</b></p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>Children given lessons at school on how to use DB</p> <p>Tutorials available on DB</p> <p>CT phones and explains to parents</p>		4	<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.

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p><b>Minimum provision</b></p> <p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> <li>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</li> <li>• Key stage 2: 4 hours a day</li> <li>• Key stages 3 and 4: 5 hours a day</li> </ul>	<p>Continuously monitoring</p> <p>Working within guidelines</p> <p>Listen to feedback from all (staff, children, parents) and make changes when necessary</p> <p>1:1 sessions</p> <p>Small group sessions</p> <p>Interventions</p>	<p>Measuring retention of knowledge</p> <p>Teachers workload</p>	<p>4</p>	<p>Remote education expectations are highlighted in <a href="#">the guidance for full opening</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>Spring 1 coverage based on pacing sheets</p> <p>1:1 time with each teacher to plan for Spring 2</p> <p>Weekly planning checked by AHTs</p>	<p>Paperpacks cover curriculum area but not the same as online learning</p>	<p>4</p>	<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 support their pupils during remote education.</p>

similar but adapted or one that is completely different.				
<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 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>DB Primary</p> <ul style="list-style-type: none"> <li>- live</li> <li>- recorder</li> <li>- powerpoints</li> <li>- tabs w/ links</li> </ul> <p>w/ effective communication through</p> <ul style="list-style-type: none"> <li>- tasks</li> <li>- blogs</li> <li>- email</li> <li>- rewards</li> </ul> <p>and access to</p> <ul style="list-style-type: none"> <li>- Oak academy</li> <li>- Times tables rockstars</li> <li>- Mathletics</li> <li>- Oxford Owl</li> <li>- Phonics Play</li> </ul> <p>Paperpacks with work based on curriculum</p>		4	<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>Daily feedback written and oral</p> <p>Revisited at beginning of sessions</p> <p>Pupil progress meetings</p> <p>Online group sessions</p> <p>Assessments on their return</p> <p>Head teachers award celebrates good work in whole school assembly</p>		4	<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 guidance</a></li> <li>• <a href="#">assessments and exams</a></li> </ul> <p>The EdTech Demonstrator Programme provides <a href="#">online training videos</a> for schools on effective assessment and feedback.</p>
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## Capacity and capability

Schools support staff to deliver high-quality remote education.

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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>Staff aware of resources</p> <p>Staff request resources needed that would benefit class</p> <p>SLT meet regularly to discuss changes to guidance – summarised and shared with staff</p>		5	<p>The Education Endowment Foundation provides <a href="#">a support guide for schools</a> designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a <a href="#">good practice guide</a> to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on <a href="#">how to use online platforms and resources</a>, including for children with SEND.</p>
<p><b>Staff capability</b></p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p>	<p>Resources available</p> <p>Staff share good practice</p> <p>Resources shared</p> <p>Relevant training accessed when available</p> <p>Resources delivered to staff when needed</p>	Teaching conditions	4	<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 online platforms and</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>Staff able to work from classrooms when needed</p> <p>Shared ideas during staff meetings</p> <p>'Experts' set up zooms to share ideas with colleagues</p>			<p><a href="#">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 pupil with a <a href="#">print disability</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>Fortnightly safeguarding meetings</p> <p>Weekly CHAT HT meetings</p> <p>ETSP group chat</p> <p>ETSP meetings ½ termly</p> <p>Fortnightly Headteacher Briefings</p> <p>Online training</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, <u>including</u> how to embed technology into teaching practice, and how</li> </ul>

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

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

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<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>Contact with parents in first two weeks established most effective ways to work with our families</p> <p>Continued contact with key families and those which have been identified through calls / DB email</p> <p>SLT and CT phones</p> <p>Teachers beginning to plan some topic lessons which can be completed over a couple of days to reduce workload and screen time</p>		4	<p>Remote education expectations are highlighted in the <a href="#">guidance for full opening</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 COVID-19.</p>
<p><b>School community events</b></p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain</p>	<p>HT assembly</p> <p>Reading records uploaded</p> <p>Word of the Week</p> <p>Fun Fact of the Week</p> <p>Subject specific task each week set by subject leader</p>		4	

a sense of community and belonging, especially disadvantaged and SEND pupils.				
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## Safeguarding and wellbeing

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

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<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>Fortnightly LABS Safeguarding on weekly staff meeting agenda SGMS updates</p>		4	<p>GOV.UK provides guidance on <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></p> <p>Schools should also refer to <a href="#">statutory guidance for schools and colleges on safeguarding children.</a></p>
<p><b>Online safety</b></p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>Online safety training booked for online safety week</p>		4	<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> <li>• <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">Teaching online safety in schools</a></li> </ul>
<p><b>Wellbeing</b></p> <p>Leaders, teachers and pupils are aware of how to spot potential</p>	<p>SLT receiving Mental Health training Wellbeing part of weekly staff briefing re: pupils and families – concerns actioned by SLT</p>	<p>Play therapist looking into online ways of working</p>	4	<p>GOV.UK provides advice on supporting pupil <a href="#">wellbeing during remote education.</a></p>



<p>wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>Home visits and welfare checks when necessary</p>			
<p><b>Data management</b></p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>GDPR managed by Trust – if issues are raised</p>		4	<p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> <li>• with <a href="#">data protection activity</a>, including compliance with GDPR</li> <li>• to be <a href="#">cyber secure</a></li> </ul>
<p><b>Behaviour and attitude</b></p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p>	<p>Teachers set clear guidance, expectations and boundaries</p>		4	<p>GOV.UK provides guidance on <a href="#">behaviour expectations</a> in schools.</p>

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