Remote education

Remote education – supporting schools and promoting consistency in Ealing

In July 2020, the DfE asked that every school be ready to provide high quality remote education that mirrors in-school education if pupils are required to self-isolate.

Get help with remote education GOV.UK
Information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak.

How to request 4G wireless routers GOV.UK

Get laptops and tablets for children who cannot attend school due to coronavirus GOV.UK

We recognise that school leaders are currently planning for, and responding to, multiple and varied scenarios in managing staff and pupil absence as the pandemic continues. We want to support our schools in planning provision for each scenario, recognising that both short-term plans and longer-term strategies are needed to ensure parity of access for pupils and development of staff expertise.

We also know that schools are at different stages in utilising digital platforms in supporting whole school systems as well as remote learning. We know that some of the communities served by our schools, struggle to access online platforms and many households have limited equipment. With all of this in mind, we encourage all schools to place **pupil access to high quality learning materials and interaction with their teachers** at the heart of their remote provision, whatever form it takes.

We have developed a **self-assessment tool** to support leaders in evaluating their plans to date. The tool is designed to support development planning throughout 2020 – 2021 and can be adapted as appropriate Remote learning – self-assessment tool

In 2020 – 2021, we will mobilise **support** through our existing ELP networks and clusters to help schools respond to immediate pressures and build capacity for the rest of the year.

In Autumn 2020, we will publish examples of strong practice on EGfL and we will signpost schools to training and development opportunities. Our Primary Cluster Leads will contact every school in their cluster to identify needs and convene support sessions for schools before October half-term.

- Planning principles
- Example policies
- School self-assessment checklist
- Support for parents
- Example plans
- Technical support guidance
- Safeguarding policies

Planning principles

- takes account of pupils and parents' access to online materials
- uses a curriculum sequence, and a blended approach that is linked to the school's curriculum expectations
- gives pupils access to high quality remote education resources directed to support individual learning needs
- uses selected online tools that will be consistently across the school in order to allow interaction, assessment and feedback and that staff are trained in their use
- printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access and clear directions to support pupils and parents
- recognises 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 support a partnership approach.

Most schools will be better able to offer consistent and planned provision following these principles when children are required to self-isolate in **whole class/year groups**. Where individual children are required to self-isolate and their own class continues to be taught in school, the same level of provision may not be possible. Schools will need to set out expectations so that parents and pupils are clear about the level of provision available in each scenario.

Example policies

Remote learning protocol Covid-19 example policy Castlebar School September 2020

School self-assessment checklist

Remote learning – self-assessment tool (doc)

Support for parents

Home learning support pack for parents and pupils of English as an additional language pdf

Example plans

Remote education plan/policy example

Technical support guidance

To follow

Safeguarding policies

To follow

Was this page useful?
- Yes
- Neutral
- No