Remote education

Supporting schools and promoting consistency in Ealing

The Coronavirus Act 2020 and provision of remote education (England) temporary continuity (no. 2) direction expired on 24 March 2022 meaning that schools no longer have a legal duty to provide remote education.

Where possible schools should provide remote education to allow pupils to keep pace with their education when in-person attendance is either not possible or contrary to government guidance, so that any pupil who is well enough to learn from home, but unable to attend school in person, can continue to do so.

Since March 2020 a lot of information and guidance has been provided to schools and some of it is listed here for reference.

The Education Endowment Foundation (EEF) has identified that the following areas support the effectiveness of remote teaching:

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

Ofsted has published a summary for schools based on evidence gathered on good practice: What's working well in remote education

Remote education should be equivalent in length to the core teaching 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. The amount of remote education provided should be, as a minimum:

- Key Stage 1: Three hours a day on average with less for younger children
- Key Stage 2: Four hours a day
- Key Stages 3 and 4: Five hours a day

The DfE emphasises that expectations should be tailored to pupils' age, stage of development or SEND. It is not expected that teachers will rely solely on digital means to teach younger pupils and those with SEND.

Below are some more useful links:

- Information on Oak National Academy
- Statutory obligations and expectations
- Safeguarding procedures
- Resources and examples of good practice
- Special Educational Needs and Disabilities (SEND)
- Remote learning good practice guide for children with SEN(link is external)
- For support to help students falling behind read The National Tutoring Programme or the School-Led Tutoring grant

Schools will be able to share good practice within their Learning Clusters on remote learning, the use of technology to enhance remote and school-based learning, and their approaches to supporting pupils whose education has been most impacted by the pandemic.

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Was this page useful?

- Yes
- Neutral
- No

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