

 **Remote Learning - Summary for Governors**

**Remote learning during the pandemic**

On 1 October 2020, the DfE published a temporary [continuity direction](https://www.thegazette.co.uk/notice/3642261) under the Coronavirus Act 2020 stating that all state-funded schools have a legal duty to provide remote education for school-age children who are unable to attend school due to coronavirus (COVID-19).

Following the period of national lockdown, announced on 4 January 2021, the DfE has released updated guidance ‘[Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak)’ on how schools should operate during this time.

It is important that schools (including governors) understand their statutory responsibilities when providing remote education, and what the DfE expects schools to be able to provide remotely.

**For how long, and to whom, does the direction apply?**

The temporary continuity direction is effective from 22 October 2020 until the end of the 2020/2021 academic year unless it is revoked by a further direction. It applies to the following schools in England:

* Community schools and community special schools
* Foundation schools and foundation special schools
* Voluntary schools
* PRUs
* Non-maintained special schools
* Academies and alternative provision academies
* Independent schools that have registered pupils whose education at the school is paid for out of public funds received by the school from the Secretary of State, an LA or school in England

**What are the statutory requirements for schools?**

The latest guidance is for schools during the national lockdown period and does not include maintained nursery schools or pre-reception classes.

Schools are expected to build on their existing remote education provision to ensure a strong offer is in place for all pupils.

**Timings**

The remote education provided should be equivalent in length to the core teaching pupils would normally receive in school. It is expected that this will include a mix of recorded and/or live direct teaching time, alongside time for pupils to complete tasks and assignments independently.

The minimum amount of remote education provided should be:

* KS1: 3 hours a day on average across the cohort, with less for younger children
* KS2: 4 hours a day

**Administration**

Schools are expected to:

* Have appropriate systems for checking attendance and levels of pupil engagement each day, and work with families to rapidly identify effective solutions where engagement is a concern.
* Continue to record daily attendance in the school registers. For more details on how to record attendance in relation to coronavirus, take a look at the DfE’s addendum [here](https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year).
* Identify a named senior leader with responsibility for ensuring that remote learning provision meets national expectations and monitor and review its delivery and quality.
* Publish information for pupils, parents’ and carers about their remote education provision on their website by 25 January 2021.

**Addressing technical issues and access to IT equipment**

Schools are expected to:

* Select a digital platform that will be used consistently across the school, with staff trained and confident in its use.
* Distribute school-owned laptops accompanied by a user agreement or contract.
* Where appropriate, provide printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
* Enable pupils who have difficulty engaging in remote education to attend provision in person as ‘eligible vulnerable children’.

**Curriculum, teaching and learning**

Schools are expected to:

* 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 so that pupils can progress through the school’s curriculum.
* Set meaningful and ambitious work each day in an appropriate range of subjects.
* Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources.
* Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
* Provide scaffolded practice and opportunities to apply new knowledge.
* Provide pupils with timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback, where appropriate.
* Use assessment to ensure teaching is responsive to pupils’ needs and addresses any critical gaps in pupils’ knowledge.
* Avoid an over-reliance on long-term projects or internet research activities.

**Monitoring and reviewing**

Senior leadership teams and governors are expected to:

* Assure themselves that their remote education offer meets the expectations in the DfE’s guidance by reviewing and self-assessing their current practice.
* Consider the remote learning expectations in relation to the pupils’ age, stage of development or special educational needs which may make digital provision a particular challenge, such as requiring high levels of parental involvement to support engagement with remote education.
* Work with families to deliver an ambitious curriculum appropriate for their level of need and adapt remote learning for these individuals and groups accordingly. For example, by not expecting that only digital means will be used to teach these pupils remotely.
* Consider how to transfer into remote education what is already known about effective teaching in the classroom.

**Ofsted and accountability**

While Ofsted’s routine graded inspections remain suspended, starting in the Spring Term, Ofsted will conduct monitoring inspections of schools most in need of challenge and support – i.e. those previously judged inadequate or requiring improvement.

In these inspections, the quality of schools’ remote education will be inspected against the expectations set out in the guidance.

Ofsted will inspect schools where it has significant concerns about the quality of remote education being provided. Such concerns could be triggered by parents complaining about remote education directly to Ofsted.