Part of
Education, universities and childcare during coronavirus

Ofsted
Inspecting education
Regulating care
Inspecting local authorities

Research and analysis

Remote education research

Published 29 October 2021

Contents
Introduction
What is remote education?
Before the COVID-19 pandemic
remote education research
Curriculum alignment in remote education
Some schools found it easier than others to adapt their teaching
Adapting a classroom curriculum to remote education
Curriculum equity in blended learning approaches
Pedagogy – keeping it simple
Supporting pupils' engagement in remote education
Supporting vulnerable pupils in remote education
Conclusion
Bibliography

Print this page

Introduction

Ofsted's research and the expertise it draws on underpinned our remote education offer to schools during the first lockdown. Our research, carried out during the COVID-19 coronavirus pandemic, led to school leaders in England being issued by Ofsted with a set of questions to consider when they were planning their approach to remote education, and we have developed a long-term offer of inspection during which we evaluate remote education, using the lessons we learned during our first lockdown to provide coverage and mitigate against learning loss. Furthermore, we have developed our inspection offer to include a focus on how schools are using their local curriculum offer to ensure that pupils are ready for the next stage of their education, including the following definitions therefore underpinning our inspection:

- Remote education is the learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. This includes both digital and non-digital activities.
- Digital remote education is remote education where teaching is mediated through either broadcast or online learning.
- Blended learning is a mix of face-to-face and remote methods. An example would be a timetabled mix of classroom and online learning (for example through Google classroom), remote practice and learning happens in school.
- Synchronous education: this is live teaching in real time but also refers to other activities such as chat groups, lectures and one-to-one discussions that also happen in real time. It could be a teacher-led session, or it could be a group discussion, moderated and the pupil presence. It can also include non-live but time-bound activities (digital pre-recorded videos) and non-digital (textbooks) materials.

What is remote education?

At Ofsted, we have defined remote education as being more than just education delivered through technology. We have, in our research, described remote education as being that means including or relating to use of computer technology.[TEAM2021] However, we also need to take non-digital elements into consideration. Some schools may utilise all or some of the following: textbooks, workbooks, or other paper-based resources to deliver remote education, and we have described using any form of digital education during the first local lockdown, and other barriers to delivery. The following definitions therefore underpin our research:

- Remote education is the learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. This includes both digital and non-digital activities.
- Digital remote education is remote education where teaching is mediated through either broadcast or online learning.
- Blended learning is a mix of face-to-face and remote methods. An example would be a timetabled mix of classroom and online learning (for example through Google classroom), remote practice and learning happens in school.
- Synchronous education: this is live teaching in real time but also refers to other activities such as chat groups, lectures and one-to-one discussions that also happen in real time. It could be a teacher-led session, or it could be a group discussion, moderated and the pupil presence. It can also include non-live but time-bound activities (digital pre-recorded videos) and non-digital (textbooks) materials.

Before the COVID-19 pandemic

A lot of the research we draw on remote education resources on its use in higher education, which before the pandemic, was the area of education in which remote education was most used. Research into the use of remote education in primary and secondary schools is limited, and research into remote education in special schools is typically associated with small learners.[TEACH2] Students in higher education with access to the internet, and who are self-motivated, may find it easier to achieve and participate in their studies than students who are facing socio-economic hardship, feature learners, or the other barriers we more likely to struggle without appropriate pre-knowledge or have disrupted learning patterns.

From the papers that do exist on schools' use of remote education, the findings are not conclusive, but there is evidence that it can be effective, and that it can be more effective for students learn to perform a set of procedures, if it is paired with direct instruction, compared with their peers who attended traditional classes.[HARRIS2020] Similar findings are reported in a study of Chinese students, where it was found that students who learned in a full-length, synchronous,[TEACH1] live classroom at home performed better than students who had attended classes in a school building, but that those who had received support from tutors were more likely to be in the top quartile of performance.[WANG2020] Other research has found that students who were taught through a blended approach had the first month to learn how to use the technology, but that after that, their learning was "comparable to or better than" that of students who had been taught in a traditional classroom setting.[ALPERT2016] Equally, research into the use of remote education in Australian schools found that it was effective for some students, but that it was not as effective for others.[BEAUDOIN2002] Pupils' motivation to learn, self-discipline, and the ability to work independently were all factors in the success of distance learning, and the ability to work independently was important for further evidence was gathered on pupil engagement rates in this report.

The body of research on remote education is uneven within school-aged learners is substantial. However, the quality of these studies varies considerably. Some feature small samples, others are dated, and others focus on very specific interventions, such as the technical aid or the use of videoconferencing software, which may not be of direct and impact on learning.[TEACH3] For instance, a review of research on the use of tablet computers in primary and secondary education between 2010 and 2015 found that only using tablets in curricular activities can improve learning.[TEACH4] In general, however, the evidence does give several helpful insights. For instance, digital technology can be a powerful tool for teaching and learning, but its use is sustainable only if the pedagogy underlying it is sound, or one closely aligned. Technological benefits have also been noted: devices that offer support learners to gain more independence, and that provide immediate feedback and evaluation powerful tools for learning.[TEACH5]

Figure 1. Teachers' response to the question: How easy or difficult was it for you to adapt your remote education to high quality? (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 1 (CSV format)

It is important to understand the factors associated with the remote education experience of students, and how it may be different to that of their peers. A clearer picture of these activities will provide more insightful insights for other schools in developing quality remote solutions as well as setting policy decision-making in the future. Today's research has shed light on some of these factors.

Curriculum alignment in remote education

Some schools found it easier than others

The potential for some barriers at the beginning of the pandemic was exceptionally high for children in England.

This is reflected in the responses on the Yellow questionnaire, where 41% of teachers thought that aligning remote education with their curriculum was a difficult process. Some of the barriers to this process were: the lack of time to plan and prepare, where school already had a strong foundation of quality thinking around curriculum and pedagogy in place prior to the pandemic, in these cases, leaders quite confidently made a pragmatic design choice and adapted or pivoted their existing delivery to education remotely.

Figure 2. Teachers' response to the question, 'How easy or difficult was it been to align remote learning with the curriculum?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 2 (CSV format)

In other ways, the transition to remote education was more difficult. For instance, some schools had to adapt their curriculum significantly to ensure it was fit for purpose. However, most respondents to the Yellow questionnaire felt that the adaptation of digital material in their school to the years before the pandemic had not been a significant barrier. For some, the quality of their curriculum offer was felt to be equally good. The responses with regards to the summer term are interesting, in that most of the learners to remote education that schools following a digital pathway had been prepared for. This may be because of the work done by the sector to share effective educational technology in the sector over the last year, as one participant commented: 'we were unprepared'.

Figure 3. Teachers' response to the question: 'To what extent was investment in digital education prioritised?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 3 (CSV format)

Where the transition to remote education was smooth, it built upon existing provision. Some leaders adapted their curriculum to ensure it was fit for purpose, and others had to make significant changes to ensure their curriculum offer would be fit for purpose and delivered effectively. However, most respondents to the Yellow questionnaire felt that the adaptation of digital material in their school to the years before the pandemic had not been a significant barrier. For some, the quality of their curriculum offer was felt to be equally good. The responses with regards to the summer term are interesting, in that most of the learners to remote education that schools following a digital pathway had been prepared for. This may be because of the work done by the sector to share effective educational technology in the sector over the last year, as one participant commented: 'we were unprepared'.

Figure 4. Teachers' response to the question: 'To what extent was investment in digital education prioritised?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 4 (CSV format)

Several leaders felt that the transition had implemented new effective remote education should conform to what we already know about human cognition and how people learn. Leaders felt that the transition had underlined the importance of the fundamentals of how pupils learn. Principles of cognitive science such as scaffolding, interleaving and retrieval practice are vital therefore important within their solutions for adding pupils to make more sense of learning.

In addition, most of the leaders spoke about aligning their curriculum to remote education in the following ways: the sequencing of knowledge, the use of high-quality resources, assessment and the breadth and depth of the curriculum which could be taught remotely and what could not.

Interestingly, some schools, in the interim visits, only one of the school leaders we spoke to from the focused interviews was able to provide a comprehensive response to their curriculum offer. This suggests that there may be some conflict between the aims of senior leaders and those who are responsible for the day-to-day delivery of the school's curriculum expectations, and the sequencing of knowledge and skills across the curriculum matrix.

Large adjustments to curriculum content in these schools were rare. Leaders stated that retaining the curriculum was generally enough for sequencing for a remote education offer, and that it was better for pupils to be in school. Some of the opportunities to transition to school in schools were also in scaffolding. Interleaving and retrieval practice are vital therefore important within their solutions for adding pupils to make more sense of learning.

In addition, most of the leaders spoke about aligning their curriculum to remote education in the following ways: the sequencing of knowledge, the use of high-quality resources, assessment and the breadth and depth of the curriculum which could be taught remotely and what could not.

Interestingly, some schools, in the interim visits, only one of the school leaders we spoke to from the focused interviews was able to provide a comprehensive response to their curriculum offer. This suggests that there may be some conflict between the aims of senior leaders and those who are responsible for the day-to-day delivery of the school's curriculum expectations, and the sequencing of knowledge and skills across the curriculum matrix.

Large adjustments to curriculum content in these schools were rare. Leaders stated that retaining the curriculum was generally enough for sequencing for a remote education offer, and that it was better for pupils to be in school. Some of the opportunities to transition to school in schools were also in scaffolding. Interleaving and retrieval practice are vital therefore important within their solutions for adding pupils to make more sense of learning.

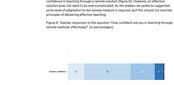
Leaders also mentioned the importance of being able to adapt their curriculum to remote materials to help deliver the curriculum remotely. However, in these cases, resources were not adapted significantly, and the curriculum was not changed significantly to be used to deliver effectively. Some of the leaders mentioned that the remote resources did not fit their programmes of work, they had taken away some concepts that they felt were important to their curriculum offer, and that this was particularly the case with their foundational knowledge and skills. In this way, external resources were adapted to fit into the existing sequencing of learning with the school's curriculum.

There was, however, general agreement from these leaders that some subjects were more suitable than others for remote learning, and that the transition to remote education for some subjects was problematic. Subjects such as those of the arts, languages, and physical projects, which demand pupils' discriminate knowledge in parts of these subjects, were felt to be more difficult to teach remotely than others. Some leaders felt that it would be a full curriculum offer for the foundation subjects, and that it would be better for pupils to be in school for these subjects.

In the in-depth, the curriculum was arranged so that more theoretical content could be delivered through remote education, and practical subjects could return to classroom practice. However, staff were careful in how this was arranged so that it was not just a case of the teacher demonstrating to the pupils.

- Some of the schools used the internal resources and statement of intents to pupils' homes so that they could continue with the planned curriculum. For instance, one school had sent out the Oxford Reading University scheme of work and had prepared for the school to use this activity textbook for the pupils to continue.
- Similarly, some schools provided their pupils with music equipment. Students were able to continue with their instrument lessons and practice at home, and this could be assessed by teachers.
- For science, these schools had generally adapted practical lessons so that teachers could demonstrate practical experiments through live or pre-recorded lessons.
- A few leaders discussed how the curriculum in some subjects (particularly science and mathematics) had been adapted to focus on common foundational ideas to ensure pupils could still learn.
- Leaders spoke about the importance of physical education. Some schools set a range of activities for pupils to do at home, and some schools had set up a range of external activities for pupils to participate in.
- Language departments had retained the importance of pupils hearing how to pronounce words in the language they were learning. Some schools had set up recorded podcasts or lessons for pupils to listen to in their own time. Some schools also had doing similar methods for delivery of physical lessons.

Figure 5. Teachers' response to question, 'Thinking about time spent on planning for and teaching remote learning, to what extent has your workload increased or decreased since remote education was implemented?' (in percentages)



Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 5 (CSV format)

Leaders from the focused interviews suggested this was less a concern when sampling the curriculum offer, and that it was more important to ensure that the curriculum offer had remote education could be delivered effectively. However, in the case of self-isolating pupils, some leaders said that pupils would generally receive a different offer compared to those in school. This was because of the difficulty in providing a blended offer, and in some cases that staff would be deployed to support those who were in school. Despite some of these schools using teaching assistants to provide individual support to pupils who were self-isolating, the quality of the curriculum offer they received appears to have been compromised.

A few of the leaders, however, did accept that their schools were using blended learning approaches to ensure that pupils could continue to learn the same lessons between the physical classroom and learning from home was the main priority. In these cases, a clear focus on pedagogy was evident, and the curriculum was not changed significantly. Some of these schools had also made sure that the curriculum was sequenced so that it was fit for purpose for remote learning. This ensured that pupils who were not in the physical classroom would have access to the same curriculum offer as those who were in the classroom. However, this was challenging and flexibility was required. For instance, one school had to make immediate questions to the teacher, the use of chat boxes or the 'raising hand' feature was important. In this way, the teacher could monitor pupils' progress. This approach was helped by the blended learning approach, particularly because it was as evasive as overestimated in a physical classroom setting, by allowing them to stream lessons from the classroom to those at home.

These leaders felt that it did not matter whether the experience were synchronous or asynchronous, as long as the curriculum was sequenced so that it was fit for purpose. Some of the same curriculum strategies, assessment and level of scaffolding to support that learning. However, this is not quite so feasible. These schools had taken steps to ensure that their curriculum was sequenced so that it was fit for purpose for remote learners in the technical capacity and staff and pupil training required to reach the scale of implementation in the blended learning approach. Most these examples do not, however, have the time or capacity for the long-term, sustainable, to become more mature.

Pedagogy – keeping it simple

The research and the Yellow questionnaire highlighted around a third said confidence in teaching through a remote education (figure 6). However, as reflective practitioners, we know that teaching is a complex, nuanced, and skilled profession, and some level of expertise in the sector realisation is required, but this should not override principles of delivering effective teaching.

Figure 6. Teacher responses to the question: 'How confident are you in teaching through a remote methods effectively?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 6 (CSV format)

All of the leaders reported that the importance of the quality of teaching is the same in remote education as it is the classroom environment. There need to be effective systems in place for scaffolding learning, demonstrating, responding to pupil questions and misconceptions, and for checking pupils' understanding. Some leaders felt that pupils are learning better than the teaching, but that the quality of teaching the lessons doesn't mean it's good teaching. Several participants commented that their school had made a pivot to a blended approach, and that this was a more effective approach than remote education, because it was easier to implement.

Many were clear, however, that remote teaching does need a slightly different approach. This is because many participants felt that pupils need more scaffolding, more reinforcement-building, providing feedback, delivery of practical components of a lesson and ensuring that pupils are engaged in the lesson. Participants also noted that adaptations to teaching methods that they made in the hard period included:

- a clear focus on verbal explanations and exposition, and presenting concepts in small chunks, with a lot of modelling and scaffolding, and ensuring that the teacher's model, think aloud and explain the thinking behind their reasoning
- shortening the length of lessons to aid pupils' concentration spans and to reduce screen time when using technology
- using a variety of different ways of presenting information, although still making sure that the quality of the content is high. This included using pre-recorded lessons, videos, hyperlinks and explanations of practical tasks to enhance and reinforce teaching, and using Microsoft teams and emails such as graphics and images to present ideas and concepts
- ensuring time for pupils to practice their learning, and for teachers to provide immediate feedback and support
- providing pre-recorded lessons that can potentially overwhelm pupils (just as in the classroom, recall pupils' ability to concentrate and retain knowledge) but provide opportunities for scaffolding

Some participants in the research reported that a mix of live and pre-recorded lessons were generally preferred, as it was felt that this fell that retention and engagement was greater during live lessons. They felt that this made checking pupils' understanding easier, and that it was more motivational for pupils. Several leaders cited a lack of attention and distractions as a barrier to remote education. For instance, this may involve the main teacher being in a classroom with other pupils who are self-isolating, or pupils being in a room with their siblings, or pupils being in a room with their parents, which is a group environment with pupils to discuss what they had learned.

Some leaders prioritised the importance of teachers delivery live lessons, stating teachers' relative lack of confidence in their of the camera as a sideways for this. However, this was not a universal view, and some participants noted that teachers had made a number of adaptations to their teaching methods that they felt had worked well.

Pre-recorded lessons, though being seen as a good way of ensuring that teachers could be confident in their ability to deliver a good lesson, were felt to be less motivational for pupils, and some participants felt that they could be overwhelming for pupils. However, this was not a universal view, and some participants noted that teachers had made a number of adaptations to their teaching methods that they felt had worked well.

Some leaders prioritised the importance of teachers delivery live lessons, stating teachers' relative lack of confidence in their of the camera as a sideways for this. However, this was not a universal view, and some participants noted that teachers had made a number of adaptations to their teaching methods that they felt had worked well.

Pre-recorded lessons, though being seen as a good way of ensuring that teachers could be confident in their ability to deliver a good lesson, were felt to be less motivational for pupils, and some participants felt that they could be overwhelming for pupils. However, this was not a universal view, and some participants noted that teachers had made a number of adaptations to their teaching methods that they felt had worked well.

Supporting pupils' engagement in remote education

Some schools found it easier than others

The potential for some barriers at the beginning of the pandemic was exceptionally high for children in England.

This is reflected in the responses on the Yellow questionnaire, where 41% of teachers thought that aligning remote education with their curriculum was a difficult process. Some of the barriers to this process were: the lack of time to plan and prepare, where school already had a strong foundation of quality thinking around curriculum and pedagogy in place prior to the pandemic, in these cases, leaders quite confidently made a pragmatic design choice and adapted or pivoted their existing delivery to education remotely.

Figure 7. Teachers' response to the question, 'How easy or difficult was it been to align remote learning with the curriculum?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 7 (CSV format)

In other ways, the transition to remote education was more difficult. For instance, some schools had to adapt their curriculum significantly to ensure it was fit for purpose. However, most respondents to the Yellow questionnaire felt that the adaptation of digital material in their school to the years before the pandemic had not been a significant barrier. For some, the quality of their curriculum offer was felt to be equally good. The responses with regards to the summer term are interesting, in that most of the learners to remote education that schools following a digital pathway had been prepared for. This may be because of the work done by the sector to share effective educational technology in the sector over the last year, as one participant commented: 'we were unprepared'.

Figure 8. Teachers' response to the question: 'To what extent was investment in digital education prioritised?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 8 (CSV format)

Where the transition to remote education was smooth, it built upon existing provision. Some leaders adapted their curriculum to ensure it was fit for purpose, and others had to make significant changes to ensure their curriculum offer would be fit for purpose and delivered effectively. However, most respondents to the Yellow questionnaire felt that the adaptation of digital material in their school to the years before the pandemic had not been a significant barrier. For some, the quality of their curriculum offer was felt to be equally good. The responses with regards to the summer term are interesting, in that most of the learners to remote education that schools following a digital pathway had been prepared for. This may be because of the work done by the sector to share effective educational technology in the sector over the last year, as one participant commented: 'we were unprepared'.

Large adjustments to curriculum content in these schools were rare. Leaders stated that retaining the curriculum was generally enough for sequencing for a remote education offer, and that it was better for pupils to be in school. Some of the opportunities to transition to school in schools were also in scaffolding. Interleaving and retrieval practice are vital therefore important within their solutions for adding pupils to make more sense of learning.

In addition, most of the leaders spoke about aligning their curriculum to remote education in the following ways: the sequencing of knowledge, the use of high-quality resources, assessment and the breadth and depth of the curriculum which could be taught remotely and what could not.

Interestingly, some schools, in the interim visits, only one of the school leaders we spoke to from the focused interviews was able to provide a comprehensive response to their curriculum offer. This suggests that there may be some conflict between the aims of senior leaders and those who are responsible for the day-to-day delivery of the school's curriculum expectations, and the sequencing of knowledge and skills across the curriculum matrix.

Large adjustments to curriculum content in these schools were rare. Leaders stated that retaining the curriculum was generally enough for sequencing for a remote education offer, and that it was better for pupils to be in school. Some of the opportunities to transition to school in schools were also in scaffolding. Interleaving and retrieval practice are vital therefore important within their solutions for adding pupils to make more sense of learning.

Leaders also mentioned the importance of being able to adapt their curriculum to remote materials to help deliver the curriculum remotely. However, in these cases, resources were not adapted significantly, and the curriculum was not changed significantly to be used to deliver effectively. Some of the leaders mentioned that the remote resources did not fit their programmes of work, they had taken away some concepts that they felt were important to their curriculum offer, and that this was particularly the case with their foundational knowledge and skills. In this way, external resources were adapted to fit into the existing sequencing of learning with the school's curriculum.

There was, however, general agreement from these leaders that some subjects were more suitable than others for remote learning, and that the transition to remote education for some subjects was problematic. Subjects such as those of the arts, languages, and physical projects, which demand pupils' discriminate knowledge in parts of these subjects, were felt to be more difficult to teach remotely than others. Some leaders felt that it would be a full curriculum offer for the foundation subjects, and that it would be better for pupils to be in school for these subjects.

In the in-depth, the curriculum was arranged so that more theoretical content could be delivered through remote education, and practical subjects could return to classroom practice. However, staff were careful in how this was arranged so that it was not just a case of the teacher demonstrating to the pupils.

- Some of the schools used the internal resources and statement of intents to pupils' homes so that they could continue with the planned curriculum. For instance, one school had sent out the Oxford Reading University scheme of work and had prepared for the school to use this activity textbook for the pupils to continue.
- Similarly, some schools provided their pupils with music equipment. Students were able to continue with their instrument lessons and practice at home, and this could be assessed by teachers.
- For science, these schools had generally adapted practical lessons so that teachers could demonstrate practical experiments through live or pre-recorded lessons.
- A few leaders discussed how the curriculum in some subjects (particularly science and mathematics) had been adapted to focus on common foundational ideas to ensure pupils could still learn.
- Leaders spoke about the importance of physical education. Some schools set a range of activities for pupils to do at home, and some schools had set up a range of external activities for pupils to participate in.
- Language departments had retained the importance of pupils hearing how to pronounce words in the language they were learning. Some schools had set up recorded podcasts or lessons for pupils to listen to in their own time. Some schools also had doing similar methods for delivery of physical lessons. Leaders also mentioned the importance of being able to adapt their curriculum to remote materials to help deliver the curriculum remotely.

Curriculum equity in blended learning approaches

A common message from school leaders in the focused interviews and the interim visits was how remote education became more challenging the further pupils were from the classroom. This was because of the lack of the physical classroom environment, and the ability to provide the same curriculum offer to those who were self-isolating. Some leaders frequently cited the same barriers to remote education as learners. They reports from the summer term interviews commented that delivering high-concision lessons was more difficult than it was in the classroom, and that it was harder to support pupils, in particularly and feedback during live lessons. Some leaders felt that pupils were more distracted in their own homes than they would be in the classroom.

Figure 9. Teachers' response to question, 'Thinking about time spent on planning for and teaching remote learning, to what extent has your workload increased or decreased since remote education was implemented?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 9 (CSV format)

Leaders from the focused interviews suggested this was less a concern when sampling the curriculum offer, and that it was more important to ensure that the curriculum offer had remote education could be delivered effectively. However, in the case of self-isolating pupils, some leaders said that pupils would generally receive a different offer compared to those in school. This was because of the difficulty in providing a blended offer, and in some cases that staff would be deployed to support those who were in school. Despite some of these schools using teaching assistants to provide individual support to pupils who were self-isolating, the quality of the curriculum offer they received appears to have been compromised.

A few of the leaders, however, did accept that their schools were using blended learning approaches to ensure that pupils could continue to learn the same lessons between the physical classroom and learning from home was the main priority. In these cases, a clear focus on pedagogy was evident, and the curriculum was not changed significantly. Some of these schools had also made sure that the curriculum was sequenced so that it was fit for purpose for remote learning. This ensured that pupils who were not in the physical classroom would have access to the same curriculum offer as those who were in the classroom. However, this was challenging and flexibility was required. For instance, one school had to make immediate questions to the teacher, the use of chat boxes or the 'raising hand' feature was important. In this way, the teacher could monitor pupils' progress. This approach was helped by the blended learning approach, particularly because it was as evasive as overestimated in a physical classroom setting, by allowing them to stream lessons from the classroom to those at home.

These leaders felt that it did not matter whether the experience were synchronous or asynchronous, as long as the curriculum was sequenced so that it was fit for purpose. Some of the same curriculum strategies, assessment and level of scaffolding to support that learning. However, this is not quite so feasible. These schools had taken steps to ensure that their curriculum was sequenced so that it was fit for purpose for remote learners in the technical capacity and staff and pupil training required to reach the scale of implementation in the blended learning approach. Most these examples do not, however, have the time or capacity for the long-term, sustainable, to become more mature.

Pedagogy – keeping it simple

The research and the Yellow questionnaire highlighted around a third said confidence in teaching through a remote education (figure 6). However, as reflective practitioners, we know that teaching is a complex, nuanced, and skilled profession, and some level of expertise in the sector realisation is required, but this should not override principles of delivering effective teaching.

Figure 6. Teacher responses to the question: 'How confident are you in teaching through a remote methods effectively?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 6 (CSV format)

All of the leaders reported that the importance of the quality of teaching is the same in remote education as it is the classroom environment. There need to be effective systems in place for scaffolding learning, demonstrating, responding to pupil questions and misconceptions, and for checking pupils' understanding. Some leaders felt that pupils are learning better that the teaching, but that the quality of teaching the lessons doesn't mean it's good teaching. Several participants commented that their school had made a pivot to a blended approach, and that this was a more effective approach than remote education, because it was easier to implement.

Many were clear, however, that remote teaching does need a slightly different approach. This is because many participants felt that pupils need more scaffolding, more reinforcement-building, providing feedback, delivery of practical components of a lesson and ensuring that pupils are engaged in the lesson. Participants also noted that adaptations to teaching methods that they made in the hard period included:

- a clear focus on verbal explanations and exposition, and presenting concepts in small chunks, with a lot of modelling and scaffolding, and ensuring that the teacher's model, think aloud and explain the thinking behind their reasoning
- shortening the length of lessons to aid pupils' concentration spans and to reduce screen time when using technology
- using a variety of different ways of presenting information, although still making sure that the quality of the content is high. This included using pre-recorded lessons, videos, hyperlinks and explanations of practical tasks to enhance and reinforce teaching, and using Microsoft teams and emails such as graphics and images to present ideas and concepts
- ensuring time for pupils to practice their learning, and for teachers to provide immediate feedback and support
- providing pre-recorded lessons that can potentially overwhelm pupils (just as in the classroom, recall pupils' ability to concentrate and retain knowledge) but provide opportunities for scaffolding

Some participants in the research reported that a mix of live and pre-recorded lessons were generally preferred, as it was felt that this fell that retention and engagement was greater during live lessons. They felt that this made checking pupils' understanding easier, and that it was more motivational for pupils. Several leaders cited a lack of attention and distractions as a barrier to remote education. For instance, this may involve the main teacher being in a classroom with other pupils who are self-isolating, or pupils being in a room with their siblings, or pupils being in a room with their parents, which is a group environment with pupils to discuss what they had learned.

Some leaders prioritised the importance of teachers delivery live lessons, stating teachers' relative lack of confidence in their of the camera as a sideways for this. However, this was not a universal view, and some participants noted that teachers had made a number of adaptations to their teaching methods that they felt had worked well.

Pre-recorded lessons, though being seen as a good way of ensuring that teachers could be confident in their ability to deliver a good lesson, were felt to be less motivational for pupils, and some participants felt that they could be overwhelming for pupils. However, this was not a universal view, and some participants noted that teachers had made a number of adaptations to their teaching methods that they felt had worked well.

Some leaders prioritised the importance of teachers delivery live lessons, stating teachers' relative lack of confidence in their of the camera as a sideways for this. However, this was not a universal view, and some participants noted that teachers had made a number of adaptations to their teaching methods that they felt had worked well.

Pre-recorded lessons, though being seen as a good way of ensuring that teachers could be confident in their ability to deliver a good lesson, were felt to be less motivational for pupils, and some participants felt that they could be overwhelming for pupils. However, this was not a universal view, and some participants noted that teachers had made a number of adaptations to their teaching methods that they felt had worked well.

Supporting vulnerable pupils in remote education

Some schools found it easier than others

The potential for some barriers at the beginning of the pandemic was exceptionally high for children in England.

This is reflected in the responses on the Yellow questionnaire, where 41% of teachers thought that aligning remote education with their curriculum was a difficult process. Some of the barriers to this process were: the lack of time to plan and prepare, where school already had a strong foundation of quality thinking around curriculum and pedagogy in place prior to the pandemic, in these cases, leaders quite confidently made a pragmatic design choice and adapted or pivoted their existing delivery to education remotely.

Figure 7. Teachers' response to the question, 'How easy or difficult was it been to align remote learning with the curriculum?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 7 (CSV format)

In other ways, the transition to remote education was more difficult. For instance, some schools had to adapt their curriculum significantly to ensure it was fit for purpose. However, most respondents to the Yellow questionnaire felt that the adaptation of digital material in their school to the years before the pandemic had not been a significant barrier. For some, the quality of their curriculum offer was felt to be equally good. The responses with regards to the summer term are interesting, in that most of the learners to remote education that schools following a digital pathway had been prepared for. This may be because of the work done by the sector to share effective educational technology in the sector over the last year, as one participant commented: 'we were unprepared'.

Figure 8. Teachers' response to the question: 'To what extent was investment in digital education prioritised?' (in percentages)

Source: Ofsted survey, 2020
Base: Teachers, n=1,200
Download this underlying data for Figure 8 (CSV format)

Where the transition to remote education was smooth, it built upon existing provision. Some leaders adapted their curriculum to ensure it was fit for purpose, and others had to make significant changes to ensure their curriculum offer would be fit for purpose and delivered effectively. However, most respondents to the Yellow questionnaire felt that the adaptation of digital material in their school to the years before the pandemic had not been a significant barrier. For some, the quality of their curriculum offer was felt to be equally good. The responses with regards to the summer term are interesting, in that most of the learners to remote education that schools following a digital pathway had been prepared for. This may be because of the work done by the sector to share effective educational technology in the sector over the last year, as one participant commented: 'we were unprepared'.

Large adjustments to curriculum content in these schools were rare. Leaders stated that retaining the curriculum was generally enough for sequencing for a remote education offer, and that it was better for pupils to be in school. Some of the opportunities to transition to school in schools were also in scaffolding. Interleaving and retrieval practice are vital therefore important within their solutions for adding pupils to make more sense of learning.

In addition, most of the leaders spoke about aligning their curriculum to remote education in the following ways: the sequencing of knowledge, the use of high-quality resources, assessment and the breadth and depth of the curriculum which could be taught remotely and what could not.

Interestingly, some schools, in the interim visits, only one of the school leaders we spoke to from the focused interviews was able to provide a comprehensive response to their curriculum offer. This suggests that there may be some conflict between the aims of senior leaders and those who are responsible for the day-to-day delivery of the school's curriculum expectations, and the sequencing of knowledge and skills across the curriculum matrix.

Large adjustments to curriculum content in these schools were rare. Leaders stated that retaining the curriculum was generally enough for sequencing for a remote education offer, and that it was better for pupils to be in school. Some of the opportunities to transition to school in schools were also in scaffolding. Interleaving and retrieval practice are vital therefore important within their solutions for adding pupils to make more sense of learning.

Leaders also mentioned the importance of being able to adapt their curriculum to remote materials to help deliver the curriculum remotely. However, in these cases, resources were not adapted significantly, and the curriculum was not changed significantly to be used to deliver effectively. Some of the leaders mentioned that the remote resources did not fit their programmes of work, they had taken away some concepts that they felt were important to their curriculum offer, and that this was particularly the case with their foundational knowledge and skills. In this way, external resources were adapted to fit into the existing sequencing of learning with the school's curriculum.

There was, however, general agreement from these leaders that some subjects were more suitable than others for remote learning, and that the transition to remote education for some subjects was problematic. Subjects such as those of the arts, languages, and physical projects, which demand pupils' discriminate knowledge in parts of these subjects, were felt to be more difficult to teach remotely than others. Some leaders felt that it would be a full curriculum offer for the foundation subjects, and that it would be better for pupils to be in school for these subjects.

In the in-depth, the curriculum was arranged so that more theoretical content could be delivered through remote education, and practical subjects could return to classroom practice. However, staff were careful in how this was arranged so that it was not just a case of the teacher demonstrating to the pupils.

- Some of the schools used the internal resources and statement of intents to pupils' homes so that they could continue with the planned curriculum. For instance, one school had sent out the Oxford Reading University scheme of work and had prepared for the school to use this activity textbook for the pupils to continue.
- Similarly, some schools provided their pupils with music equipment. Students were able to continue with their instrument lessons and practice at home, and this could be assessed by teachers.
- For science, these schools had generally adapted practical lessons so that teachers could demonstrate practical experiments through live or pre-recorded lessons.
- A few leaders discussed how the curriculum in some subjects (particularly science and mathematics) had been adapted to focus on common foundational ideas to ensure pupils could still learn.
- Leaders spoke about the importance of physical education. Some schools set a range of activities for pupils to do at home, and some schools had set up a range of external activities for pupils to participate in.
- Language departments had retained the importance of pupils hearing how to pronounce words in the language they were learning. Some schools had set up recorded podcasts or lessons for pupils to listen to in their own time. Some schools also had doing similar methods for delivery of phys

Checking what pupils are learning

Learning is not fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom. It can be harder to give immediate feedback to pupils remotely than in the classroom, but teachers have found some clever ways to do this, as outlined below.

Feedback

Quality feedback should allow pupils to know:

- where they currently are in terms of the topic, task or knowledge they are working on
- where they need to get to
- how they can close any gap between the two

Whether delivered remotely or in the physical classroom, quality feedback is dependent on the same mechanisms: the ability of a teacher to see pupils' learning processes, understand their needs and to suggest ways for improvement in both daily activities as well as in summative assessments.

Similar to the interim visit evidence, most of the leaders from the focused interviews highlighted that this was still a developing area within their remote education solutions. One issue they highlighted was that picking up on pupil misconceptions in the learning process was not quite as immediate as in the classroom. For instance, they highlighted the fact that even in live lessons, the inability to 'wander round and look at pupils' faces in the classroom' was a barrier to normal informal feedback approaches, as it is more difficult to check whether pupils are confused from their expressions and body language. They also frequently specified that feedback needs to be proportionate to the solution. One leader mentioned that 'children aren't daft – a thumbs up wears thin!' However, several examples of how their schools were delivering regular feedback were picked up from the discussions:

- A few leaders specified that they were attempting to pre-empt the misconceptions pupils may encounter in their planning for remote lessons, particularly those that are pre-recorded.
- Others indicated that their solutions involved more direct communication with pupils to provide feedback. This included the use of chatroom discussions, 1-to-1 calls, interactive touch-screen questioning in live lessons and the use of adaptive learning software.
- In another example, digital exercise books were being used where immediate commenting, editing and feedback between students and teachers could be managed to communicate misconceptions and aid learning throughout the lesson.

However, several participants mentioned that the quality and richness of feedback are still more important than the ways in which feedback is delivered. For example, one school emphasised the importance of instant feedback in adapting individual pupils' remote education activities. Leaders explained that pupils complete their work at home; the teacher discusses their work daily via phone and/or video calls; the work is then adapted for the next day if it was found to be too hard. In this case, the teacher highlighted the value of regular communication, so the medium could be adapted to needs to improve learning. However, we should not underestimate the workload implications here.

Assessment

Assessment was one of the main areas that schools from the interim visits considered they needed to think more about. School leaders were often monitoring attendance (if digital) and 'engagement' to some degree, but often not really assessing learning – they identified this as the next priority. Similarly, there was general recognition from the focused interview participants that 'the offer [had] developed and improved over time'. However, these leaders specified the importance of assessment to check pupils' understanding and inform curriculum planning. For instance, one mentioned that 'assessment needs to be clear: it's the bridge between teaching and learning'. They understood that just having data to show that pupils are simply accessing resources (either through synchronous or asynchronous means) is not nearly enough to speak about pupils' progress.

Despite limitations to observing real-time learning processes, some of the schools assessed pupils' substantive knowledge on a daily basis. This was linked to lessons they had just completed or used for means of retrieval a few weeks later to check how much learning had been retained. Generally, pupils' substantive knowledge was checked through low-stakes testing, such as online forms, quizzes and the use of chat boxes and polls in online platforms. Some spoke of using multiple choice questions that directed pupils to follow up when they provided an incorrect answer.

A few of the schools also had systems in place to regularly assess pupils' progress through the curriculum. Leaders in these schools considered this to be essential for pupils' learning. They felt that low-stakes quizzing was less useful for checking how pupils could place their knowledge into relevant contexts. This typically required pupils to submit more detailed written work or photographs of outputs from activities to an online platform. Teachers could then annotate and mark the work to provide more detailed assessments of pupils understanding and identify what pupils needed to work on further. Some leaders referred to summative assessments taking place remotely at previously defined assessment points, such as end-of-year exams. In these cases, they used a secure digital exam platform, which alerts teachers to data on plagiarism and cheating. A couple of schools said that they used 'gap assessment' to complement rapid quizzes. For example, one primary school used dedicated time for pupils to ask questions in an open environment for extra support, alongside using interactive learning diaries, to keep teachers informed of whether pupils had the necessary understanding to move on to the next part of their learning.

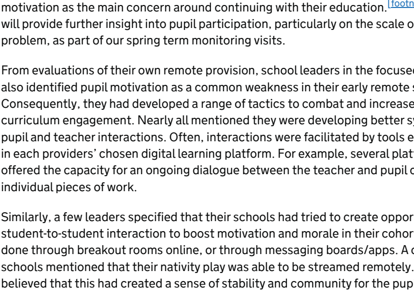
A few leaders were particularly clear about the purpose of their assessment processes: that it was for feeding back into the curriculum and subsequent remote lesson planning. In these examples, leaders were insistent that the curriculum would not be rushed through if pupils had failed to grasp important concepts. They were also able to provide evidence of how they knew their assessment systems were working. For instance, in a couple of schools, staff were able to identify where pupils had not completed work independently but had received a lot of parent input. This allowed leaders to remind parents that this practice did not benefit their pupils' learning.

Most of the leaders pointed out the need to respond more quickly to assessment information for remote education compared with in school, to maintain the focus and pace of learning remotely and to plan the next steps in pupils' learning. There is a real danger that if assessment is left until pupils return to school, it could greatly contribute to their learning loss.

Engagement

Much emphasis has previously been placed on the lack of resources at home, especially digital technology, for pupils to fully access and participate in remote education. However, parents' responses to the YouGov questionnaire highlight that their children's motivation is of greater concern to them (figure 7). The data highlights that 11% of parents saw access to an appropriate device as a challenge, compared to 40% who responded their child's focus on studying was a worry.

Figure 7: Parents' responses to the question 'What have been the main challenges for your child when learning remotely from home?' (in percentages)



Figures are rounded and may not add to 100.
Base: Parents with a child with experience of remote learning (n=987)
Source: YouGov

Download the underlying data for figures in CSV format.

Interestingly, the parents' responses align with the literature on the main weaknesses of online charter schools in the United States. Not only does pupil engagement feature as a concern, but also lack of contact with teachers (35%). These views also corroborate recent data from the Office of National Statistics. While 52% of parents suggested that a child in their household was struggling to continue their education while at home, only one in 10 of these parents identified that a lack of devices was the reason for struggling. Instead, most of these parents (77%) identified a lack of motivation as the main concern around continuing with their education.[footnote 24] We will provide further insight into pupil participation, particularly on the scale of the problem, as part of our spring term monitoring visits.

From evaluations of their own remote provision, school leaders in the focused reviews also identified pupil motivation as a common weakness in their early remote solutions. Consequently, they had developed a range of tactics to combat and increase pupils' curriculum engagement. Nearly all mentioned they were developing better systems for pupil and teacher interactions. Often, interactions were facilitated by tools embedded in each providers' chosen digital learning platform. For example, several platforms offered the capacity for an ongoing dialogue between the teacher and pupil on individual pieces of work.

Similarly, a few leaders specified that their schools had tried to create opportunities for student-to-student interaction to boost motivation and morale in their cohort. This was done through breakout rooms online, or through messaging boards/apps. A couple of schools mentioned that their nativity play was able to be streamed remotely. Leaders believed that this had created a sense of stability and community for the pupils involved. Another school arranged for children to sing to a local care home through a live online platform.

Some leaders felt that it was hard to ascertain the 'true' engagement of pupils. However, most of the leaders interviewed had also adopted some form of engagement monitoring. Again, this monitoring often took place through a feature in their digital platform. A number of schools had enhanced their approach. A commonly cited policy was to directly contact pupils' parents when pupil motivation appeared to be lacking. A strength of the more effective platforms was that they not only provided a more accurate picture of engagement, for example by showing data on active hours or tracking pupils' activity within the application, but they then linked this back to assessment that tracked pupils' progression through the curriculum.

Remote education systems

Digital learning

Most of the leaders we spoke to who focused on a digital remote solution mentioned that access to digital devices was an initial barrier to remote education for some of their pupils. This was particularly the case for pupils from more disadvantaged backgrounds. However, by the time we spoke to these leaders in the autumn term, most of the schools had overcome these issues. This was often because school leaders were highly concerned with the digital divide and went out of their way to ensure that all pupils could access their digital platform.

Most used parental questionnaires to identify where gaps in digital provision existed so they could provide targeted support to those who needed it. They were then pro-active in sourcing appropriate devices, typically computer laptops or similar, from the local community. Some schools mentioned that they had worked with local businesses, charities and other external stakeholders to acquire devices. A couple of leaders mentioned they had used their COVID-19 catch-up premium funding to purchase digital equipment. Only a few leaders interviewed stated that access to digital provision was still an ongoing obstacle. These leaders were generally providing non-digital solutions for these pupils, such as slide-packs and worksheets, that matched the curriculum content other pupils were receiving.

Accessibility

The data from the interim visits highlighted the fact that, while there is an increasing use of live and recorded lessons in all types of schools, other barriers to the effective delivery of this remain. The views of leaders from the focused interviews emphasised this further. Leaders were clear that simply providing a device for all pupils is not necessarily a solution for access. The additional issues they raised, in some cases, affected decisions on the design of a remote solution, include the following:

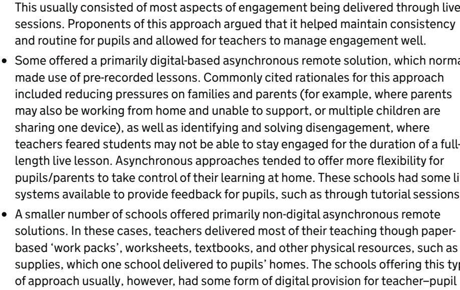
- device appropriateness – mobile phones and tablets were generally considered a poorer tool for accessing and making use of content than a laptop
- poor quality or no internet connection – a few leaders had prioritised access to dongles or pre-loaded data cards for families that lacked access
- sharing with siblings – live lessons in a timetabled approach are more problematic in this scenario because pupils may not always have access to a device at times that align with a predetermined timetable
- availability of parental support – particularly for primary-aged children
- an appropriate environment for learning – the physical, social or emotional environment pupils find themselves in under remote conditions may not always be conducive to equality of access to remote provision

While the leaders from the focused interviews generally felt that they had alleviated most of these concerns, leaders in some schools from the interim visits were still struggling with these issues.

Flexible solutions

A strong theme from each school's remote education journey was that there was no one-size-fits-all approach. This is further confirmed by the YouGov questionnaire data, which identifies the various methods teachers are applying as part of their remote education solution (figure 8). Live lessons are a much more common feature in secondary school solutions, whereas primary school teachers indicated they were more frequently delivering content through physical resources and materials.

Figure 8: Teachers' responses to the question 'Which of the following remote education approaches does your school offer?' (in percentages)



Figures are based on multiple responses given by participants
Base: All teachers whose school offers remote learning (n=969)
Source: YouGov

Download the underlying data for figures in CSV format.

School leaders are clearly making different choices about how best to deliver remote education. Each school has needed to consider carefully the multiple contextual factors at play for the design they have ultimately decided to use. The barriers discussed in the previous section were also a strong part of the decision-making. Leaders approached this in a range of ways:

- Some offered a remote timetable that was the same as the usual school timetable. This usually consisted of most aspects of engagement being delivered through live sessions. Proponents of this approach argued that it helped maintain consistency and routine for pupils and allowed for teachers to manage engagement well.
- Some offered a primarily digital-based asynchronous remote solution, which normally made use of pre-recorded lessons. Commonly cited rationales for this approach included reducing pressures on families and parents (for example, where parents may also be working from home and unable to support, or multiple children are sharing one device), as well as identifying and solving disengagement, where teachers feared students may not be able to stay engaged for the duration of a full-length live lesson. Asynchronous approaches tended to offer more flexibility for pupils/parents to take control of their learning at home. These schools had some live systems available to provide feedback for pupils, such as through tutorial sessions.
- A smaller number of schools offered primarily non-digital asynchronous remote solutions. In these cases, teachers delivered most of their teaching though paper-based 'work packs', worksheets, textbooks, and other physical resources, such as art supplies, which one school delivered to pupils' homes. The schools offering this type of approach usually, however, had some form of digital provision for teacher–pupil interaction, feedback, assessment and tracking.
- A few schools had adopted a mixed delivery approach, which combined synchronous and asynchronous elements in line with their school's specific context and needs.

Non-digital remote education

A few of the leaders from the focused interviews explained that they were not providing their pupils with a digital remote education offer but were instead providing learning resources in a more paper-based approach. In some cases, non-digital solutions were preferable to their digital alternatives, for example:

- for pupils with special educational needs and/or disabilities (SEND) who risk sensory overload when working at a screen
- for early years children, who rely on physical experiences as part of their development for which digital alternatives may not be adequate
- for schools that had difficulties in securing adequate digital access for their pupils

As stated in our shorter guidance published earlier this month, a good textbook, slide-pack or worksheet can provide suitable remote education when used thoughtfully and in line with the school's curriculum.[footnote 25]

The biggest concern with remote education delivery is not how it is delivered but the dialogic aspect of the teacher–pupil relationship, which is central to pupils' progression. Non-digital solutions should still offer opportunities for regular pupil feedback and assessment. For instance, we heard a few examples, in the context of self-isolating pupils, of staff waiting until pupils returned to the classroom to assess learning loss. The danger is that this may well be too little too late.

Digital solutions have some obvious benefits for remote education. The potential for immediacy of feedback is an important one. Certain digital learning platforms appear to aid these types of teacher–pupil interaction. Some schools are already well on their way to developing robust feedback and assessment systems into their remote offer. Whether digital or non-digital remote education (or a mixture) is most suitable for a particular school is less important than making sure that the quality of delivery is not lost in the transition from in-school to remote provision.

Evaluating and reviewing

Most leaders reported that their current remote education solution had been established through a process of continuous development, adjustment and refinement. As one leader put it, 'we learned along the way and adapted to changing circumstances'. Leaders, teachers and other decision-makers in schools showed remarkable agility and innovation as they incorporated different strands into their offers – described by some as a process of 'trial and error'. As repeatedly reflected elsewhere across our evidence base, there was no uniform approach to schools' ongoing adaptations. The common thread was that schools regularly monitored and evaluated their approaches to ensure consistency and effectiveness in this solution. That is, identifying what works and what does not. Leaders considered relevant research alongside close consultation with staff, pupils and parents and official guidance when deciding on next steps. Some of the approaches to adaptation were as follows:

- Regular 'quality assurance' of remote provisions: several schools described incorporating insights about what was working and what was not into their ongoing professional development and made changes accordingly. This was done at a range of intervals – some schools did this half-termly, others fortnightly, weekly, even daily. The chosen approach depended very much on each school's specific context and needs.
- Some schools implemented various 'models' that corresponded to different rates of attendance within their cohorts. Schools variously described models for situations where:
  - individual students within a class are isolating and the rest of the class is in school
  - a large 'bubble' or group within a year group are isolating
  - the whole year group is isolating
  - the teacher is isolating
- Some schools had attempted to create a unified experience across different contexts. Others had different defined strategies in place for each situation. In many cases, this move towards greater differentiation was an aspect of the growing maturity of a school's remote education offer.
- It was often reported that schools had engaged with pupils' parents and carers to try to work out which aspects of their provision needed improvement. Although this was most commonly referred to in the context of access (that is, working out which students were affected by digital inequality) leaders also mentioned this engagement in other contexts, centred around improving remote provision more generally.

Overcoming common challenges

Leaders in the sector, subject experts, schools, parents and teachers all told us of several common challenges they had experienced in moving to remote education. This section of the report outlines what those challenges have been and some of the ways in which schools have overcome them.

Pupils in the early years and key stage 1

The primary school leaders we spoke to said that they had additional challenges that were unique to their settings that impacted on the design and delivery of their remote education solutions. This was typically due to the age of their younger pupils.

Some primary leaders felt that curriculum alignment had been particularly difficult to achieve. For instance, one leader referred to the content being covered, but often found that pupils' conceptual understanding was lacking. Due to the activity-based nature of many early primary experiences, remote education was a particular concern where resources for pupils were not commonly available in pupils' homes. Several leaders also felt that pupils may experience learning loss in their social and communication development – a lack of socialisation with other children was a big concern for most of the primary leaders. However, schools in the focused interview sample had developed numerous ways to provide curriculum coverage:

- 'stretch' tasks, such as 'deeper thinking' challenges into remote resources, allowing students to challenge themselves and complete extra work
- online tools to facilitate some content delivery, particularly for English and mathematics
- phonics in particular seemed to translate well to a digital medium. Some schools used readily available phonics videos and software. Others recorded their own instructional videos and audio clips for pupils, which pupils could access from a website or digital learning platform
- physical resources delivered to pupils' homes so that they could still access learning in practical-heavy subjects, such as art and science
- digitally-aided peer-to-peer interaction time so that pupils could maintain their social skills

Many younger pupils have not yet developed reading skills to access written content and instruction. To overcome this, most of the leaders mentioned that teachers were using videos to some extent. One particularly innovative school also introduced a facility for children to upload their own videos as an alternative to providing written answers. However, live lessons were felt by some leaders to be a less appropriate delivery method for their youngest pupils. A common theme identified was that engaging younger pupils was a much more challenging task when done remotely. As one leader put it, 'it's impossible to get a bunch of reception children listening [in live lessons]… the novelty will quickly wear off'. A few leaders also explained that they had concerns about the amount of screen-time their youngest pupils were accessing and the impact this may have on their behaviour. These concerns led to most of the primary leaders in the sample using shorter pre-recorded video lessons instead. Leaders were nevertheless still ensuring that any external resources used fitted appropriately with their intended programmes of work.

Every leader talked about how important parental involvement was in the remote education of their younger pupils, no matter whether this was being delivered synchronously or asynchronously. They felt that progression and development of younger pupils was heavily reliant on adult support. However, leaders highlighted several barriers that prevented pupils from getting the support that they required at home. For instance, some parents struggled with accessing content due to literacy issues or a lack of digital know-how. Employers who were 'not sympathetic' to children needing to be at home during the pandemic also made it difficult for parents to support their children.

Conversely, a few leaders reported that their assessment processes had identified parents who were engaging too heavily in their children's learning. They were concerned over how much help pupils were getting from parents (as well as older siblings) in completing work and about the impact this was having on pupils' knowledge. Similarly, one leader was worried that parents were 'cherry picking' their child's best work for submission to teachers and were unwilling to show what they described as the 'warts and all' components needed to accurately check conceptual understanding.

Leaders we spoke to had applied some common approaches to help mitigate some of the concerns mentioned above:

- regular contact with home – this included through telephone calls, texts, emails, home visits, posts on blogs and through websites and social media; a few schools also made regular contact through the delivery of food and breakfast parcels
- providing pedagogical support, through guidance videos, learning supports, prompts and 'cheat sheets'; some leaders also mentioned providing more formal training, which included to other family members (such as older siblings).
- collecting feedback regularly about what types of support would be most useful, as well as which aspects of remote education were working/not working
- tracking/monitoring parental engagement – one school set up IT accounts for parents and followed up with those not logging on regularly to see what additional support they required
- building confidence for parents – some schools mentioned providing pastoral and emotional support for parents during lockdowns, including expressing regular encouragement that they were doing a great job of home schooling
- holding remote/virtual parent's evenings
- translation tools for parents with English as a second language

Most of the leaders mentioned that a central aim for them was to develop their pupils' independence, so as to ease the burden on parents. This included providing training on how to access online platforms and to carry out more complicated tasks, such as photographing and uploading their work. A few leaders also said that, when planning lessons, they considered which activities would require the least parental supervision to help minimise the burden.

Adapting for pupils with SEND

Providing a remote education solution that is inclusive, one that pupils with SEND can meaningfully engage with and benefit from, is a concern for both parents and schools. The YouGov survey found that 59% of parents of a pupil with SEND said that their child has been disengaged with remote learning, compared with 39% of parents of children without additional needs. In terms of progression, schools were also concerned that learning gaps would be greater for pupils with SEND. Leaders are also worried that the negative social and emotional impact of the disruption of remote learning would be more severe for some of these pupils.

That said, the leaders from the 2 special schools interviewed had some specific examples of ways they had adapted their curriculum, teaching and support to the needs of their pupils with SEND. Both schools emphasised the fact that a central focus of their remote curriculum offer for pupils was to make it 'tangible' rather than digital. This is because some of their pupils with complex sensory needs found it difficult to engage exclusively with a screen.

Some leaders were also worried about pupils' loss of routine and familiarity. They therefore developed mechanisms to mitigate this:

- Where pupils had a strong relationship with a teaching assistant, a learning support assistant or other adult, schools arranged for the adult to record voice messages for pupils, so that they could hear a familiar and friendly voice.
- Schools placed importance on a timetable that mirrored the in-person timetable to minimise changes in routines, which can be particularly disruptive to some pupils with SEND (although, for some, asynchronous approaches were more suitable).
- Where one-on-one reading support was not possible, schools sometimes used digital tools, such as assisted reading, to support pupils.
- Some pupils had additional resources or equipment delivered to their family home to ease the transition from school to home and to support their learning. For instance, sensory equipment was sent home for some pupils, so that they could learn in an appropriate environment. In other cases, schools provided equipment to help with muscle development for pupils with profound and multiple learning difficulties. Other schools delivered desks to pupils' homes so that they had the appropriate means to study.
- Schools gave training to parents to improve their confidence with the specialist equipment their children needed.

However, the YouGov survey data suggests that there is more work to be done. Fewer than half (46%) of the teachers surveyed stated that their school offered additional remote learning arrangements for pupils with SEND.

The overall message was that the most effective solutions for pupils with SEND were bespoke, taking into account the specific needs and circumstances of each individual child. Greater focus and planning will be needed in the future to ensure that the worst effects of learning loss and the physical, social and emotional impacts of lockdown are mitigated for these pupils. Conversely, for some children, there have been benefits to remote education including being able to:

- work more at their own pace
- take breaks when they need rather than at prescribed times
- work in a space in which they experience less sensory overload

Post-pandemic, it would be beneficial to pupils with SEND if schools could consider how they might retain some of these benefits going forward.

Safeguarding

All schools are required, as they usually are, to be active partners in safeguarding children and to make referrals to the local authority where they have concerns about the safety of children at or outside their homes. Online or offline, effective safeguarding requires a whole-school approach. Planning for remote education should include the school's safeguarding team as part of the planning process. Pupils should be reminded of who they can contact within the school for help or support.

Most schools told us they are checking in regularly with pupils about their well-being. Other schools are going to great lengths to support children and families, for example by delivering food packages and other resources to their homes and checking in with parents as well as children. Schools recognise that when children struggle with the social and emotional impact of the pandemic, their remote learning is likely to be affected. Schools are working to mitigate that.

When it comes to remote education, considerations around protecting the safety of students, particularly in online environments, posed a central challenge since March 2020. Many schools we spoke to stated safeguarding as a key consideration when making decisions about which platforms and digital tools to use for their remote offers. In particular, there were concerns about cameras. Some schools opted to disable cameras in the interests of safety. Others felt face-to-face contact online was fundamental to the well-being of staff and pupils and so made a risk-assessed decision to keep them on based on this. A number of schools made reference to having additional staff present for live lessons. Other safeguarding considerations mentioned less frequently in the interview sample were around data protection (one school leader worried about the sharing of pupil data with 'big tech' companies) and keeping screen time at a healthy level. It is, of course, important that schools consider their own contexts and their own pupils when making decisions.

The April 2020 COVID Addendum to the Guidance for Safer Working Practice outlines for leaders and staff what they should consider when assessing the risks around their remote learning solutions.[footnote 26] We have summarised their key points below:

Senior leaders should:

- review and amend their online safety and acceptable use policies to reflect the remote education offer
- ensure that all relevant staff have been trained and understand the policies and the standards of conduct expected of them
- have capacity and resources to monitor online activity
- consider the impact that virtual learning may have on children and their safeguarding in general
- carefully consider the content of their lessons. If their setting will appropriate use of live lessons, consider whether other options might be more suitable in some contexts – for example, one to one tuition, pre-recorded lessons or existing resources. It will be aware of the virtual learning timetable and ensure that they have a capacity to deliver and support the remote education offer
- carefully consider the content of their lessons. If their setting will appropriate use of live lessons, consider whether other options might be more suitable in some contexts – for example, one to one tuition, pre-recorded lessons or existing resources. It will be aware of the virtual learning timetable and ensure that they have a capacity to deliver and support the remote education offer

Staff should:

- adhere to their establishment's policy
- be fully dressed
- ensure that a senior member of staff is aware that the live lessonmeeting is taking place and for what purpose
- only record a lesson or online meeting with a pupil where this has been agreed with SLT and parents/carers have been informed, and the pupil and their parent/carer have been explicit written consent to do so

Adults should not:

- contact pupils outside the operating times defined by senior leaders
- take any screenshots or photos of pupils' faces
- record lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)
- engage online while children are in a state of undress or semi-undress

Leaders and staff should familiarise themselves with the full document (this sample is taken from section 2[illegible])

In some cases, staff may need to speak to children one-one, for example teaching assistants will be provided support to continue to support children. In this case, the DSL should be informed and the lesson should be recorded. In other cases, staff may need to speak to children individually for pastoral reasons, or in a meeting, for teaching assistants supporting SEND children). Senior staff should also be aware and have the option to join. Staff should also be clear about expectations around behaviour. In summary, a 'commitment statement' of behaviour is expected from all participants.

For further advice and information, schools should familiarise themselves with guidance from the Department for Education.[illegible]

Teacher well-being

Workload increase was a real concern for many at the outset of the pandemic and is an ongoing issue. Increasing, challenging, or particular, mixed delivery models can be seen as posing a threat to well-being levels. It was reported a number of times that staff were worried about being 'overwhelmed' by the demands of remote teaching (and simultaneously. Without appropriate blended learning models, this was recognised as a particularly challenging situation. In addition, creating videos, live lessons and planning for blended learning could be a source of stress. Leaders were also concerned about the social and emotional impacts of the pandemic, and of staff getting to grips with delivering content digitally (some of which had never delivered online before).

Encouraging, many school leaders appeared to be making decisions through (at least) a well-being lens. Many were reported to be 'trying to be supportive', 'trying to maintain morale' and 'trying to support staff and leading. Some offered some concrete examples of how they did so:

- regular staff meetings, with consideration given to not keeping staff tied up in too many meetings – a few leaders mentioned how they were now doing staff meetings via video, which was more efficient
- making use of existing external resources, rather than creating everything from scratch, the caveat here is that some time needs to be spent on aligning those resources with the school's curriculum
- regular continued professional development (CPD), as well as mentoring, coaching and other support materials – often these were accessible digitally, so could be drawn on at any time of staff choosing
- increased time allocation for planning and reflection; some leaders mentioned that they had reduced lesson lengths to 30 minutes
- when making decisions about digital learning platforms/software/resources, taking into account which solutions would be most conducive to a manageable staff workload
- creating clear and widely accessible 'guidelines' for staff and parents/carers to ensure everyone knew what was expected of them, which is already happening

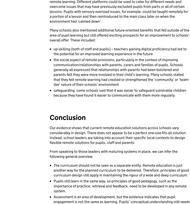
That said, a few leaders mentioned that they had not required their teaching staff to do so. Staff had did not offer concrete instances of how and when they had done this. This may suggest that the well-being needs to be taken into account when the focus is on increasing in some settings. We saw from the interim exit evidence that leaders and decision-makers were concerned about the well-being of their staff and students. Staff needs to be taken into account. Some schools have also been recognised for their CPD to their others, depending on areas where outbreaks were more or less prevalent in their locality. This was mentioned in relation to staff in other settings were dealing with regular COVID-19 cases among pupils or staff.

Training on remote education resources or tools

One of the challenges of remote education is the need for teachers to be trained in both the use of the technology solution planned and adapting the curriculum and their teaching approaches for remote education environment. Schools also need to provide information for pupils and parents on using the technology or learning resources effectively and safely online. Many schools had to do this at speed, in the middle of a pandemic. Several studies, for example, Ofsted, reported that training for how the curriculum should be delivered remotely. However, in a small number of schools, staff had received no training in relation to remote education.

We also surveyed teachers about the extent of training, or provision of learning resources for different phases and remote education modes.

Figure 5: Teacher responses to the question: 'Has your school offered training or provision of learning resources for remote education tools to any of the following?' (percentages that said 'yes')



Note: All answer options were offered to respondents (n = 1,000).
Source: Teacher survey.

Download the underlying data for Figure 5 in CSV format

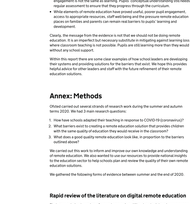
Leaders who have overcome more of the barriers associated with remote education tend to have had more time to plan and prepare, and have been able to deliver more remotely and communicating effectively with parents who supported the whole process.

Many of the leaders from the focused interviews discussed training regarding improve teacher and/or pupils' ability to accessing digital platforms and/or resources/tools/software. However, as with the interim exit findings, not all had moved beyond this. Some had provided training on the technical aspects of remote education but had discussed no formal training in pupils' pedagogy for remote education had not always been well developed. For instance, a few leaders noted that virtual classes should mirror live classroom activities, but no specific examples of how this might be taken place.

A number of leaders from the focused interviews had moved beyond this starting point. They explained that while 'training staff to use technology came first, pedagogy came second'. Some had 'trained staff on how to teach online' to 'ensure enable better use of language, assessment and active participation of pupils'. A few schools had developed resources, such as a 'pedagogical practice newsletter', to share ideas and tips with staff. Some had 'trained staff to be coaches' to their peers in the community. Several had created 'champions', who were expanding their training to how the curriculum should be delivered remotely. However, in a small number of schools, staff had received no training in relation to remote education.

We also surveyed teachers about the extent of training, or provision of learning resources for different phases and remote education modes.

Figure 6: Teacher responses to the question: 'Has your school offered training or provision of learning resources for remote education tools to any of the following?' (percentages that said 'yes')



Note: All answer options were offered to respondents (n = 1,000).
Source: Teacher survey.

Download the underlying data for Figure 6 in CSV format

Leaders who have overcome more of the barriers associated with remote education tend to have had more time to plan and prepare, and have been able to deliver more remotely and communicating effectively with parents who supported the whole process.

Many of the leaders from the focused interviews discussed training regarding improve teacher and/or pupils' ability to accessing digital platforms and/or resources/tools/software. However, as with the interim exit findings, not all had moved beyond this. Some had provided training on the technical aspects of remote education but had discussed no formal training in pupils' pedagogy for remote education had not always been well developed. For instance, a few leaders noted that virtual classes should mirror live classroom activities, but no specific examples of how this might be taken place.

A number of leaders from the focused interviews had moved beyond this starting point. They explained that while 'training staff to use technology came first, pedagogy came second'. Some had 'trained staff on how to teach online' to 'ensure enable better use of language, assessment and active participation of pupils'. A few schools had developed resources, such as a 'pedagogical practice newsletter', to share ideas and tips with staff. Some had 'trained staff to be coaches' to their peers in the community. Several had created 'champions', who were expanding their training to how the curriculum should be delivered remotely. However, in a small number of schools, staff had received no training in relation to remote education.

Plans of the leaders mentioned that they had found ways to engage parents, as well as pupils, in the remote education offer. Leaders noted that 'parents have been key' and the primary school leaders stated 'Ofsted has stated leaders, where and when appropriate, are expected to help contextualise the design of their remote education and expectations of pupils and parents/carers'. Secondary school leaders suggested that this improved relationships with parents and built trust.

Future benefits to remote education

Leaders from both the focused reviews and interim exits did not always report remote education as being a 'good' or 'beneficial' experience for their pupils, but there were some aspects of their remote education provision when their schools return to 'normal' modes of teaching. Having spent time and resource over the last 10 months developing digital learning, leaders noted that they could now consider how to use digital learning in the future. These included:

- video lessons from subject experts to provide teacher cover (this has some potential safeguarding)
- video lessons where there an subject specific teacher recruitment and retention issues
- supporting anxious or excluded students off site or in other on-site learning areas
- using digital learning platforms/software/resources to engage more pupils more learning at home
- provision of teaching and learning during snow days, extended periods of pupil illness or absence, holidays, international travel and extra-curricular activities (including 'INSET days'). Its rationale learning (ies) (by 'We have lost snow days forever' they used to be a day off, now we can use them to carry on learning, but a simple day off for the educators can't be wasted/lost/ignored)
- improvements to homework delivery
- 'flipped learning' to increase the amounts of their own learning. Several primary school leaders in the interviews reported that pupils had been highly independent from their remote learning experiences. They referred to engaging in discussions around homework with their parents – this has prove positive benefit for family pupils' future understanding of their educational journey

For secondary, Ofsted noted that remote education offers opportunities posed by increasing digital literacy, and that it could be used to 'flip' the classroom, with lessons/core issues that may have previously included pupils from parts of all certain lessons 'flipped' into a primary source, for example, could be pre-recorded ready for a portion of a lesson and then introduced to the main class later on when the environment has 'calmed down'.

Many schools also mentioned additional remote-related benefits that fell outside of the scope of the curriculum. For instance, including prospects for an employer to conduct video interviews.

- upskilling (both of staff and pupils) – teachers gaining digital proficiency had led to the potential for an improved learning experience in the future
- the social aspect of remote provisions, particularly in the context of improving communication between students and their teachers and peers. Leaders had generally expressed that relationships with parents had blossomed and parents felt they were more involved in their child's learning. Many schools stated that they had 'learned to be more creative' and strengthening the 'community' aspect of their nature of their schools
- safeguarding: some schools said that it was easier to safeguard vulnerable children because they have found it easier to communicate with them more regularly

Conclusion

Our evidence shows that current remote education solutions across schools vary considerably in design. There does not appear to be a perfect one-size-fits-all solution. Instead, school leaders are taking into account their specific local context, including flexible remote solutions for pupils, staff and parents.

From speaking to those leaders who are making systems in place, we can infer the following general overview:

- The curriculum should be seen as a separate entity. Remote education is just another way for the planned curriculum to be delivered. Therefore, principles of good curriculum design should underpin the remote education offer. Leaders should consider a Pupil's return in the same way as principles of good pedagogy, such as the importance of practice, retrieval and feedback, need to be developed in any remote education offer.
- Assessment is an area of development. Our evidence indicates that pupil engagement is not the same as learning. Pupils' conceptual understanding still needs regular assessment to ensure that they are learning what they intend to.
- While elements of remote education have proved useful, poorer pupil engagement, lower motivation and higher levels of anxiety are some of the challenges leaders place on families and pupils as remain real barriers to pupils' learning and development.

Clearly, the message from the evidence is not that we should not be doing remote education. It is an important but necessary substitute in mitigating against learning loss and ensuring pupils' safeguarding. Pupils are still learning and progress has been made without any school support.

Within this report there are some clear examples of how school leaders are developing their systems and providing solutions for the barriers that exist. We hope this provides helpful advice for other leaders and staff with the future refinement of their remote education solutions.

Annex: Methods

Ofsted carried out several strands of research during the summer and autumn terms 2020. We had 3 main research questions:

- How have schools adapted their teaching in response to COVID-19 (coronavirus)?
- What barriers exist to creating a remote education solution that provides children with the same quality of education they would receive in the classroom?
- What does a good quality remote education look like, in proportion to the barriers schools face?

We carried this work to inform our research and knowledge of the current state of remote education. We also wanted to use our resources to provide national insights to the education sector to help schools plan and review the quality of their own remote education solutions.

We gathered the following forms of evidence between summer and the end of 2020:

Rapid review of the literature on digital remote education

First, we carried out a review of current research and literature to determine some core principles of quality digital remote education. Our research found that the evidence base for digital remote education was limited, but we did find some evidence that the Education Endowment Foundation had found promising.[illegible] Where relevant, we have included references to other research in this paper.

Semi-structured and structured interviews with professionals

Semi-structured interviews with 9 leading experts

We held 9 semi-structured interviews with leading experts in remote education with 4 experts who were participants invested in teaching and learning and digital education. This research lead on this project carried out these interviews in July 2020. Participants were asked about:

- what they considered to be the main features of high-quality digital remote education
- how digital technology could support teaching during the pandemic
- what the barriers were that existed in delivering this

The evidence gave us some initial insights into concerns that we used to help design the questions in the interim visits, focused interviews and questionnaire work that followed.

Semi-structured interviews with school leaders during interim visits

The interim visits we made during the autumn term 2020 included questions for leaders on the remote education that each school was providing. In total, we analysed the evidence from 108 of these interim visits.

Semi-structured interviews with remote education leads in schools

We held 12 semi-structured interviews with remote education leads in schools. We used these semi-structured interviews with the remote education leads (referred to as 'leaders' throughout the report) on remote education in each school. Because our purpose was to define quality aspects of remote provision, we selected participant leads from the following bases:

- that they already had a well-developed approach to curriculum development and delivery
- schools information suggested that their remote education solution was sufficiently good

The sample consisted of:

- 5 primary schools
- 3 secondary schools
- 2 special schools
- 2 pupil-referral unit

Eight of these had received an interim exit visit in the autumn term. We designed these interviews replicating aspects of a methodology we previously applied in phase 2 of our curriculum research.[illegible]

The interview questions were designed by the senior research lead and two lead Her Majesty's Inspectors (HMIs). Participants in Ofsted inspectors carried out the interviews. Each interview was carried out online by 2 Ofsted inspectors. They shared the responsibilities for leading the interview and taking notes. Each interview lasted approximately 1 hour and was recorded between 30 and 60 minutes.

Structured interviews with teachers, commissioned through YouGov

We commissioned YouGov to carry out a structured survey with 1,000 teachers who responded to a questionnaire (see below). These interviews explored how remote learning was being developed and implemented in these teachers' schools. We also asked about the perceived impact of remote education on children's learning. We asked YouGov to ensure that the teachers who responded to the survey were from a mixed school phase, location and the proportion of pupils eligible for free school meals on roll.

Teacher and parent questionnaires

We commissioned YouGov to carry out separate teacher and parent questionnaires. The objective of this work was to gain an supporting evidence to the interim exit data collected from schools. We used a mixed-method approach to data collection. The methodology meant we were able to engage with teachers and were able to engage with parents at all. The qualitative data from this work also gave us evidence on the strengths and weaknesses of remote education provision in schools.

For both questionnaires, we developed the content of an online survey with YouGov. The survey was open for 2 weeks in late November and early December. In total, 1,003 teachers and 2,020 parents responded. The reports used in this report have been produced as a representative set.

- 1[illegible] parents in England by family type, age of family reference person, social grade and region
- all teachers by school type, teaching level, region, gender and age

Focus groups

With our own inspectors

Our inspectors held a London held several meetings with groups of inspectors, including Ofsted HMI, across all our regions. These were for inspectors to share information and practice that they had discussed with school leaders during the interim visits. They also covered information and evaluation of the remote education practice that school leaders had told them about.

With 3 digital leaders from the Education Recovery Group

We also carried out an online focus group in July 2020 with 3 digital leaders from the Education Recovery Group. This group was established to provide practical support to remote education. The questions we asked related to practical digital practice as the Ofsted Demonstrator Programme. The questions were similar to the ones we asked in the interviews with the 9 experts. We also used the data to support the design of the activities that followed in the autumn term 2020.

- 'Remote education good practice', Department for Education, October 2020
- 'Remote education support – Ofsted Inspection questions', Department for Education, October 2020
- 'Review your remote education provision', Department for Education, January 2021
- 'What's working well in remote education', Ofsted, January 2021
- 'Ofsted COVID survey', Ofsted, October 2020
- 'Building a framework for digital poverty', Quality Assurance Agency for Higher Education, June 2020
- P1 Barbour and C Reeves, 'The reality of virtual schools: a review of the literature', University of Glasgow, 2020, p 15; and Ofsted, 'Ofsted COVID survey', 2020
- B Thomas, 'Pupils' experiences of lockdown: "Flipped learning is more relevant"', National Foundation for Educational Research, 2020
- J Ferrari, 'Coronavirus: 1 in 5 pupils in England not doing enough independent study to keep up with school', The Telegraph, 2020; and 'Ofsted COVID survey', Ofsted, October 2020
- A Convery, 'The pedagogy of the impromptu: how teachers become victims of technological action', in Teachers and Teaching', Volume 15, Issue 1, 2009; pages 443–456; and 'Teaching and learning in the digital age: the impact of digital on teaching', and what might be lost', and what might be found', in Teaching, Philosophy and Theory', Volume 41, Issue 3, 2019; pages 427–443.
- R Fullan, J Hagan and J Hannaway, 'Data-driven instruction in schools: a critical review of the evidence', in Journal of Computer Assisted Learning', Volume 34, Issue 6, 2018; pp 626–639.
- 'Home Digital Participation Survey', Education Policy Institute, October 2020
- P Fagoyin, A Pinpol and P McHugh, 'Learning inequality during the COVID-19 pandemic', working paper, 2020.
- 'Ofsted's COVID-19 survey: 1 in 5 pupils in learning inequalities during the Covid-19 pandemic, how families cope with home schooling', University of Bristol research report, 2020.
- 'Ofsted Review Report 2019-20: education, children's services and skills', Ofsted, December 2020.
- 'Remote education, online data collection, remote education was needed at different times for different groups and not everything is in place for every child and every student', ibid.
- 'Ofsted survey, however, does have an impact on design appropriateness: Pupils would need devices that include touch-screen technology', ibid.
- 'Coronavirus and home-schooling in Great Britain: April to June 2020', ONS, July 2020.
- 'What's working well in remote education', Ofsted, January 2021.
- 'April 2020 COVID Addendum to the Guidance for Safer Working Practice', Safer Recruitment Consortium, April 2020.
- 'Safeguarding and remote education during coronavirus (COVID-19): digital leaders and live streaming', Department for Education, October 2020.
- 'Rapid evidence on supporting students to catch up', Education Endowment Foundation, 2020.
- 'Rapid evidence on supporting students to learn remotely', Education Endowment Foundation, April 2020.
- You can read the main findings in 'Ofsted COVID survey', Ofsted, October 2020.
- 'HMI's commentary – curriculum and the new education inspection framework', Ofsted, September 2018.