



Department
for Education



Moorlands Junior School Review of remote education provision

February 2021

Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

| 1. Identify | 2. Develop and plan | 3. Implement | 4. Embed | 5. Sustain |
|---|--|---|---|--|
| Not yet in place or there are major gaps. | Identified gaps but a plan is being developed to address them. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |

Framework

Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Scoring

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|---|--|---|---|--|
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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
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| <p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p> | <p>Remote education policy in place from October 2020.</p> <p>Provision is constantly monitored and reviewed by HT and DHT.</p> <p>Weekly staff meetings to discuss provision and improvements (additional sessions being offered).</p> <p>Individual live support sessions offered to all children on SEN register.</p> <p>All vulnerable and EHCP children offered a place in school.</p> | <p>The policy needs amending each half term.</p> <p>Differentiation and SEN provision has been reviewed and needs to be fully embedded.</p> | 4 | <p>To help develop your remote education plan:</p> <p>The EdTech Demonstrator Programme provides resources to support schools and colleges. This includes short videos developed by schools and colleges, and guidance on how to embed digital technology to support remote education.</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>For guidance on how to remain cyber-secure, please refer to Cyber security in schools: questions for governors and trustees.</p> <p>Read the guidance on actions for schools during the coronavirus</p> |

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| | | | | outbreak and refer to Oak National Academy for help to deliver a planned curriculum for all. |
| Communication Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. | Policy shared and agreed with governors. Policy shared with parents in October 2020. Policy published on school website. Amendments communicated regularly to parents via email/dojo/newsletter. Weekly staff meetings to discuss policy and amendments. Remote learning is an agenda on board of governors meetings. | | 5 | Ensure governors, staff, parents and carers are aware of the school's remote education provision by maintaining regular communication and providing updates on any changes to the provision. GOV.UK provides guidance to support schools to publish information about their remote education provision on their websites for parents. The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19). |

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| <p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts | <p>Weekly staff meetings to discuss issues.</p> <p>Policy shared with all staff.</p> <p>New staff supported with mentors.</p> <p>Organised year group teams to provide support to all members of staff.</p> <p>Daily registers taken, non-attendees and non-engagers followed up with a class dojo message, phone call home. Pastoral leads to follow up persistent non-attendees or non-engagers with calls to parents.</p> <p>LFT offered to all staff to detect potential asymptomatic staff and reduce staff absence.</p> | | 5 | <p>GOV.UK provides the following guidance:</p> <ul style="list-style-type: none"> • recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year • actions for schools during the coronavirus outbreak • remote education good practice |
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Remote education context and pupil engagement

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

Scoring

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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|----------------|---|
| <p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home • how to manage their time during periods of isolation | <p>Access to digital devices questionnaire sent out to all parents in Autumn 2020.</p> <p>4 Kindle Fires loaned to children with no devices and then subsequently replaced with Chrome Books when they became available.</p> <p>8 Chrome Books loaned to families.</p> <p>Email sent to families with tips for encouraging good online learning behaviour.</p> <p>Class teachers make a weekly timetable available to all children.</p> <p>Daily timetable discuss each day.</p> <p>Feel Good Friday implemented.</p> | <p>We are beginning to identify children who need to share devices with siblings and who would benefit from the loan of a device.</p> | <p>4</p> | <p>The EdTech Demonstrator Programme's remote education roadmap supports schools to adapt their remote education provision depending on a pupil's home environment.</p> <p>Where pupils might lack digital access to support the school's remote education provision, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> <p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how schools can support pupils to plan, monitor, and evaluate specific aspects of their learning.</p> |

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| | <p>Regular feedback given to children via Google Classroom from the year group team.</p> <p>Live daily drop in sessions available for all children.</p> <p>Weekly well-being lesson for all children.</p> | | | |
| <p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p> | <p>Access to digital devices questionnaire sent out to all parents in Autumn 2020.</p> <p>4 Kindle Fires loaned to children with no devices and then subsequently replaced with Chrome Books when they became available.</p> <p>8 Chrome Books loaned to families.</p> <p>Children with no internet access invited into school.</p> | | 5 | <p>Where technology is used to support remote education, the EdTech Demonstrator Programme offers resources on how to set up a virtual classroom and how to embed technology into teaching practice.</p> <p>Where pupils might lack digital access, schools should refer to the get help with technology during coronavirus (COVID-19) guidance for support on providing pupils with laptops, tablets and internet.</p> |

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| <p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p> | <p>12 children with EHCPs all invited into school, 3 decided to shield. Shielding children have daily contact through registration/live morning session and weekly welfare calls home. Of the 3 children with EHCPs not in school, 2 have equipment and 1 has been provided with a Chrome Book.</p> <p>Vulnerable children invited into school.</p> <p>5 disadvantaged children are in school.</p> <p>Pupil premium children are in receipt of FSM vouchers.</p> <p>Disadvantaged children have daily welfare checks and welfare calls if necessary.</p> | <p>Intervention for LSP children needs to be embedded.</p> | <p>4</p> | <p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support pupils with SEND.</p> <p>The guidance on actions for schools during the coronavirus outbreak provides guidance on how schools should support pupils with SEND and vulnerable children.</p> <p>Oak National Academy provides resources for teachers to support children with additional needs.</p> |
| <p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are</p> | <p>Daily register followed up with a class dojo for non-attendees/children who aren't engaging followed up by a</p> | | <p>5</p> | <p>Advice on how schools should monitor engagement is highlighted in the remote</p> |

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| engaging with their work, and informs parents and carers immediately where engagement is a concern. | phone call from the school office. For persistent non-attendees/children who aren't engaging the pastoral leads follow up with phone calls home. | | | education expectations guidance. EdTech Demonstrator networks have produced a range of webinars and tutorials, including sharing advice and top tips on ways to monitor and evaluate progress. |
| Pupil digital skills and literacy The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | Prior to lockdown all children were taught how to access and navigate Google Classroom. Practice sessions held with all children. Technological advice and support given to individual families. Google Classroom platform already used for homework to ensure familiarity. Software for SEND available remotely (NESSY). | | 5 | Where technology is used to support the school's remote education provision, schools should consider providing practical support and guidance to pupils on how to use the technology. |

Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

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| Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum: <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day • Key stages 3 and 4: 5 hours a day | A minimum of 4 hours per day is set for each class. All curriculum subjects are covered as well as a variety of well-being and team building activities. | | 5 | Remote education expectations are highlighted in actions for schools during the coronavirus outbreak . GOV.UK has brought together school-led webinars to share best practice in setting up remote education. |
| Curriculum planning The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is | Where possible the curriculum taught in school is identical to the one taught remotely. Where adaptations have had to be made, the subject co-ordinators have adjusted the curriculum and advised staff. | | 5 | GOV.UK provides resources on remote education good practice and how to adapt teaching practice for remote education. The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders |

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| similar but adapted or one that is completely different. | | | | support their pupils during remote education. |
| <p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.</p> | <p>All classes and teachers use Google Classroom as the platform to deliver lessons. Live sessions are used at least twice daily to introduce work and to offer support. WRM and Oak Academy videos are used to support learning.</p> <p>Children are given a daily timetable outlining the amount of time each piece of work should take.</p> <p>Staff are available constantly throughout the day through Google Classroom to provide feedback or assistance.</p> <p>Intervention sessions take place for SEND children led by their year group TA.</p> | | 5 | <p>GOV.UK provides:</p> <ul style="list-style-type: none"> • guidance on accessing and buying resources for remote education • resources on remote education good practice • guidance on how to access and set up online digital platforms to support delivery • Oak National Academy provides resources and guidance on how to map resources to a school's existing curriculum. <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools - free for any pupil with dyslexia or visual impairments.</p> |

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| <p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p> | <p>Submissions on Google Classroom are monitored daily by teachers and TAs.</p> <p>Written feedback is given on at least two pieces of work each week but often more.</p> <p>Verbal feedback is given daily to all children.</p> <p>Children also have the opportunity to self-mark some pieces of work and quizzes are set via Oak Academy, Google Forms and Kahoot to assess understanding.</p> <p>Work is monitored by subject leaders and SLT.</p> | | 5 | <p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • assessing pupil progress and providing feedback in the remote education good practice guidance • assessments and exams <p>The EdTech Demonstrator Programme provides online training videos for schools on effective assessment and feedback.</p> |
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Capacity and capability

Schools support staff to deliver high-quality remote education.

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|--|---|------|----------------|---|
| <p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p> | <p>SLT and subject leaders share resources and good practice.</p> <p>Weekly staff meeting offers opportunities to share helpful hints and tools.</p> | | 5 | <p>The Education Endowment Foundation provides a support guide for schools designed to help teachers and school leaders support their pupils during remote education.</p> <p>GOV.UK provides a good practice guide to support schools in their delivery of remote education.</p> <p>The EdTech Demonstrator Programme provides guidance on how to use online platforms and resources, including for children with SEND.</p> |
| <p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms,</p> | <p>Staff training sessions on use of Google Classroom learning platform in Spring and Autumn 2020.</p> <p>Weekly updates are provided in weekly staff meetings.</p> | | 5 | <p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes guidance on how to use</p> |

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| <p>devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p> | <p>Available resources include:</p> <p>White Rose Maths resources provide online videos and paper work books are provided.</p> <p>Oak Academy</p> <p>Education City</p> <p>Accelerated Reader</p> <p>Times Table Rockstars</p> <p>Spelling Shed</p> <p>Maths.co.uk</p> <p>Spag.com</p> <p>Nessy (SEN)</p> <p>MathsBot</p> | | | <p>online platforms and resources, including for children with SEND.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with dyslexia or visual impairment.</p> <p>pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support pupils with SEND.</p> |
| <p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like</p> | <p>Head Teacher liaises with Sale Heads in a local cluster group.</p> | <p>Local networking is a gap.</p> | 1 | <p>There are several school-to-school support networks which you can make use of, including:</p> <ul style="list-style-type: none"> The EdTech Demonstrator Programme for advice and guidance on remote education, including how to embed technology into |

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

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

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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|--|----------------|--|
| <p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p> | <p>Letter sent out to all parents about learning behaviours.</p> <p>Class Dojo messages sent out about flexible working.</p> <p>Section in school website dedicated to remote learning.</p> <p>Prior to lockdown children were taught how to submit work on Google Classroom.</p> <p>Families offered individual technology support as necessary.</p> | <p>Code of conduct for live sessions and remote learning for children, staff and parents needs to be written and circulated.</p> | 4 | <p>Remote education expectations are highlighted in the actions for schools during the coronavirus outbreak</p> <p>GOV.UK has brought together school-led webinars to share best practice in setting up remote education.</p> <p>The school workload reduction toolkit provides example communication policies and email protocols.</p> <p>The Education Endowment Foundation has provided a guide for schools on how to communicate with parents during coronavirus (COVID-19).</p> |
| <p>School community events</p> <p>Pupils are given regular opportunities to attend and</p> | <p>Weekly story-time with Miss Kelly for all year groups.</p> | | 5 | |

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| <p>participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p> | <p>Weekly well-being session for all year groups.</p> <p>Intervention and 1-to-1 sessions for SEN children.</p> <p>Book clubs for years 5 & 6.</p> <p>Social clubs for years 5 & 6.</p> <p>Pastoral clubs for all year groups.</p> <p>Art club offered to all children.</p> <p>Wider Opportunities music lessons offered to year 3.</p> <p>PTA events include:</p> <ul style="list-style-type: none"> • Weekly keep fit sessions offered by a parent. • Moorlands Motivator running event • Virtual balloon race | | | |
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Safeguarding and wellbeing

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

Scoring

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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|--|--|------|----------------|---|
| <p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p> | <p>Morning live session doubles as a safe guarding check. Children missing are followed up with a Dojo message to parents, no response is followed up with a phone call home. Persistent non attendees, vulnerable children and any child identified as struggling is referred to the pastoral lead who are making regular welfare calls.</p> <p>A trained designated safeguarding lead is on site at all times.</p> <p>All staff continue to log concerns via CPOMs.</p> <p>The school office is manned full time.</p> <p>There is a dedicated out of hours email addressed manned by the HT and DHT.</p> | | 5 | <p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>Schools should also refer to statutory guidance for schools and colleges on safeguarding children.</p> |

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| <p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p> | <p>Pre-recorded lessons are from a reputable, DoE source.</p> <p>Two adults are on the morning safeguarding/registration live session each morning.</p> <p>Online safety is discussed at weekly staff meetings.</p> | <p>Code of conduct for live sessions and remote learning for children, staff and parents needs to be written and circulated.</p> | <p>4</p> | <p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> • safeguarding and remote education during coronavirus (COVID-19) • teaching online safety in schools |
| <p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p> | <p>Class teachers in regular contact with all parents via Dojo.</p> <p>Weekly well-being lessons.</p> <p>Pastoral groups for children identified as struggling.</p> <p>Mental Health and Well-being section on website.</p> <p>School therapist continuing to work with some children where possible.</p> <p>Mental Health First Aider on site at all times.</p> | | <p>5</p> | <p>GOV.UK provides advice on supporting pupil wellbeing during remote education.</p> |

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| | <p>Mrs Davidson and Miss Eccles attended Covid Recovery training surrounding Mental Health.</p> <p>Feel Good Friday introduced.</p> <p>Mental Health and Well-being week.</p> <p>Staff log concerns on CPOMs.</p> | | | |
| <p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p> | <p>SIMS in place.</p> <p>Internal Class Dojo system.</p> <p>CPOMs used to share concerns.</p> <p>Google Classroom is locked to school users only.</p> | | 5 | <p>GOV.UK provides guidance to support schools:</p> <ul style="list-style-type: none"> • with data protection activity, including compliance with GDPR • to be cyber secure |
| <p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.</p> | <p>Letter sent out to all families by the HT outlining online learning behaviours.</p> <p>All incidents are followed up immediately with direct contact with the child and family.</p> | <p>Code of conduct for live sessions and remote learning for children, staff and parents needs to be written and circulated.</p> | 4 | <p>GOV.UK provides guidance on behaviour expectations in schools.</p> |

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| | Rules and expectations are aligned with our values and school behaviour policy. | | | |
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Department
for Education

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