

Thematic Report on Special Schools' Delivery, Monitoring and Evaluation of Effective Remote Learning

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Introduction

In response to the rising levels of Covid-19 infection and the urgent need to reduce social contact, all schools, with the exception of special schools and Education Other Than At School centres,¹ were directed by the Minister for Education to provide remote learning for pupils as a second lockdown began on the 7 January 2021. The decision to keep special schools open was informed by research² on the experiences of parents and pupils in the first lockdown and consultation with stakeholder groups³.

Methodology

A questionnaire was issued to forty special schools by the Education and Training Inspectorate (ETI) on 25 January 2021 to collect information on the experiences of school staff in delivering remote learning. Sixty percent of special school principals responded and the quantitative and qualitative data obtained is analysed within this report. The ETI also facilitated online or telephone discussions with the leadership of six special schools to identify case studies on effective practice in remote learning. An online meeting was arranged with a group of parents in one case study school, and with a board of governors in another to obtain their experiences and perspectives. District inspector discussions with school leaders between September 2020 and February 2021 have also informed this report.

Planning for remote learning

While special schools remained open for face-to-face teaching, all principals report that the increasing numbers of pupils remaining at home to shield or self-isolate required staff to provide remote learning in addition to classroom teaching. Almost all of the principals who responded to the questionnaire highlighted that they had developed a remote learning policy which had been shared with staff. In addition, all have shared the remote learning policy expectations with parents. A small number of principals report that sharing communication protocols between staff and parents, such as communicating during the school day, was an important part of the remote learning policy, enabling a better work-life balance for all.

To continue to meet the individual needs of pupils, teachers employed a variety of teaching approaches. The provision of hard copy resources and online activities were the most commonly used approaches to support remote learning in almost all special schools. In one case study school, the importance of collaborating with parents and amending planning for learning to include remote learning was outlined.

¹ Pre-school, Primary and Post-primary schools were required to remain open to provide supervised learning when required for vulnerable pupils and the children of key workers.

² Home-Schooling in Northern Ireland and during the Covid-19 Crisis. The experiences of parents and carers, Centre for Research in Educational Underachievement, Stranmillis University College, May 2020. Ulster University Northern Ireland Parent Surveys: Experiences of Supporting Children's Home Learning during COVID-19, UNESCO Centre, School of Education, University of Ulster, July 2020.

³ [COVID-19 Lockdown and Restart](#): Impact on the Provision of Special Educational Needs. Thursday 3 December 2020 via Zoom.

Case study 1: Preparing and planning for remote learning.

In order to provide remote learning, teachers worked collaboratively with parents to determine the most appropriate way to plan and manage home learning. A majority of parents indicated a preference for hard copy practical learning activities and this was facilitated by staff. Teachers prioritised and planned a range of tailored activities that encouraged creativity, play, physical activity, art, sensory learning experiences and supported pupil wellbeing. Nursery children were provided with a variety of practical resources, learning materials and written explanations were shared with parents on the purpose, sequencing and intended learning of the activity. Pupils who were able to log on to online learning participated in activities being offered in school; for example, yoga was taught via zoom.

Throughout the pandemic, teachers have been reviewing the planning for their classes to incorporate accessible and realistic learning activities for the home environment and face-to-face teaching strategies. Pupils who were working remotely were provided with activities that promoted their independence and reduced parental stress to continually oversee their learning. Crucially, staff provided a variety of learning activities well in advance which offered pupils and parents flexibility and choice regarding how the work was completed.

Parents reported that they appreciated the support from school staff to help them engage their child in learning. The leadership team emphasised that despite individual staff concerns and anxieties around the Covid-19 pandemic, staff have demonstrated commitment, dedication and flexibility to plan and support the learning needs of individual pupils in school and remotely. Furthermore, school staff have developed a strong team ethos and responded with resilience to the changes in education, recognising that their role extends beyond the classroom, to support the family as well as deliver the curriculum.

Most school staff found it challenging to deliver remote learning together with face-to-face teaching, particularly with high numbers of pupils in some classes, rising staff absenteeism and operational challenges. Consequently, almost half of principals made temporary amendments to the school's provision, for example, reducing the hours of pupil attendance, to enable staff to plan, prepare and give feedback on pupils' work and also to facilitate weekly contact with parents.

"Staff have been amazing during these extremely difficult and stressful times as they continue to meet the needs of approximately 80 pupils who come to school each day, whilst also meeting the needs of the other 67 children who remain at home. I just want to acknowledge their dedication to the role⁴."

Comment from questionnaire

Support for remote learning

Almost one-third of the questionnaire responses indicate that schools availed of support from the Covid-19 Link Officers⁵. In the past year, Link Officers continued to work with school leaders, providing advice and guidance in remote learning when required. Most principals also accessed a number of support documents and publications from the Department of Education (DE), Education Authority (EA) supporting learning hub and the ETI. Additional written responses highlight appreciation for the publications, guidance on the curriculum and support materials provided by Middletown Centre for Autism.

Appropriately, internal teacher professional learning was arranged by leadership teams in the use of remote learning; this included the use of digital learning platforms, supplemented with visual support sheets and video tutorials. Just over one-third of schools also accessed support from the EA, for example C2K, the Armagh Multi Media Access centre, or from another training provider, such as Stranmillis University. In one case study school, the principal outlined that ongoing focus on the development of Information and Communication Technology (ICT) across the school, including teacher competence and skill, had enabled a seamless transition to remote learning for staff and pupils.

Case study 2: Supporting staff to develop ICT skills

The previous school development plan (2017-2020) prioritised the use of digital technology to improve learning and teaching. There has been a cycle of professional learning to upskill staff in ICT and increase their confidence so that pupils can develop transferable skills such as organisational and self-management skills. The school is a regional training centre for ICT and in June 2020 all teachers achieved level one accreditation in online learning.

To facilitate remote learning, teachers have been trained to add resources, links, verbalised instructions and success criteria to a digital template, which can be further differentiated to support pupils' individual learning needs. Almost all pupils accessed learning activities from a digital library and there was an associated skills library online, which was linked to each pupil's digital learning. For example, evidence of a target being met within a pupil's Individual Education Plan (IEP) was linked to the skills library, enabling staff to monitor the skills the pupils are developing and associated successes. Twice a week, whole class video conferences were arranged by the teacher which provided the opportunity for pupils and their peers to interact informally. The leadership team report that most to almost all pupils attended these sessions. All pupils were able to navigate software packages and online learning, with only a few preferring to engage with work through weekly individualised learning packs. Pupils who attended school, continued to complete homework digitally.

⁴ Source of the quotations are comments from the written responses provided in the questionnaire.

⁵ In April 2020, a cross-organisational team involving the Catholic Council for Maintained Schools (CCMS) and Controlled Schools Support Council (CSSC), EA and ETI was created and Link Officers were assigned to a number of schools to offer support during the pandemic.

The school's data evidences high pupil and parental digital engagement levels. Notably, the principal reports improvement in self-management skills for most of the pupils learning remotely. One-quarter of KS4 pupils are completing most work online and virtual IEP review meetings have been well attended by parents.

Engaging with remote learning

Just over one-quarter of responses indicate that between 30-49% of pupils were logging on to access remote learning⁶, while pupils who were unable to do so independently engaged with hard copy learning resources. While there are senior pupils who can access online learning independently, pupil needs have become more complex over a number of years and consequently, many require parental support to register and participate in online learning. Pupils in special schools have varying levels of ability and independence, which requires regular communication with parents to determine the approach that works best for the pupil, the family context and the confidence of the parent.

"The vast majority of our pupils cannot access anything (online or paper-based) independently due to their physical disabilities; therefore, they need the support of an adult".

In order to support pupils and their parents to access online learning, video tutorials and support sheets were provided by staff, in addition to phone calls to discuss registration and/or technical issues.

Just over one-fifth of principals indicate that live teaching sessions had been arranged for older pupils who wanted to interact with their peers online. For a significant number of pupils who are non-verbal and have profound and multiple learning difficulties, this approach was not suitable. In addition, they emphasised that the pupils do not understand how to engage with live sessions or find the experience of a live session and seeing their peers and class team upsetting, which can cause an escalation of behavioural difficulties at home. Parental evaluations from the first period of remote learning indicate that asynchronous⁷ approaches such as pre-recorded lessons videos worked best and enabled pupils to work at their own pace.

⁶ Pupil engagement with remote learning is variable across schools and year groups. Engagement depends on the needs of learners and the support required from parents/carers to help them with their learning.

⁷ An asynchronous approach to learning occurs online with prepared resources which can be accessed at any stage by the pupil. There is no real-time interaction with the teacher.

Barriers to pupil engagement

Most of the respondents to the questionnaire identified the ability of the parent to support learning and/or the demands on family life as significant barriers to pupil engagement. Parental feedback to school staff highlighted the pressures and difficulties in working at home and supporting their children individually with learning. Difficulties included time constraints, distractions of home life, changing routines and the lack of available space for each child. A majority of principals also emphasised that the cognitive level and/or physical disabilities of the pupil presented barriers to accessing learning independently. Just under half of the schools surveyed indicated that connectivity and/or digital technology barriers were impacting negatively on learning. Fourteen special schools made requests to the DE/EA digital device scheme⁴ and 144 devices to support pupils learning from home had been allocated by the end of February 2021. During a meeting with the board of governors of one school, members highlighted that the lack of appropriate software and assistive technologies within devices presents further barriers for pupils' learning. Principals acknowledge the need for realistic expectations as it was difficult for parents to replicate online what teachers with specific skills, experience and expertise deliver in the classroom.

Case study 3: Supporting remote learning for pupils with autism

A majority (70%) of the pupils enrolled in the school have autism. For pupils learning remotely, there were varying needs around work requirements, differing levels of work completion and parental requests for support in managing their child's behaviours. The leadership team report that most of the pupils with autism have found the lockdown experience challenging due to changing routines, lack of structure, blurring of boundaries between home and school, unplanned transitions, inconsistent learning experiences and siblings who can trigger behaviours. For a small number of families, the challenge has proved significant and they have opted not to participate in remote learning because their child's behaviour has become increasingly difficult to manage. Teachers remained in weekly contact and continued to provide enjoyable activities and pastoral support focusing on life skills development and wellbeing.

School staff have worked extensively with the speech and language therapists during both lockdown periods and parents have been provided with resources to help structure-communication and support scheduling. Staff and therapists continued to provide parental support via telephone calls and online meetings to discuss new strategies to address the management and regulation of behaviours within the home. Teachers worked alongside Intensive Support Services⁵ to provide individualised systems and structure for specific pupils and liaised regularly with parents to scaffold the support and structure required. There was an appropriate focus on trying to provide parents with the knowledge and skills to support their child's sensory needs within the home. Outdoor learning for pupils was prioritised alongside art, craft and physical activities. Crucially, this enabled time away from screen-based activities, particularly for those pupils who have developed an over-reliance on access to digital technology.

⁴ On 21 May 2020, the Minister for Education announced plans to lend digital devices to disadvantaged pupils who may not have access to devices at home. On 8 July 2020, the Minister further announced a free wi-fi scheme to support disadvantaged pupils.

⁵ Intensive Support Services are provided by the Health and Social Care Trust.

The leadership team report that multi-disciplinary involvement, including therapists, has enabled staff to support the parents of pupils who are learning remotely. Partnership with parents has been vital in ensuring consistent structures and routine, and most parents indicate that the systems developed worked well for their child. They valued highly the input of the staff and multi-disciplinary teams to help regulate and understand what their child is trying to communicate through their behaviour. Importantly, they have been provided with sensory resources and are able to intervene early, identify their child's emotional needs and regulate their behaviour.

Feedback to pupils learning remotely

All of the schools have digital platforms to provide feedback on pupil work. Almost one-quarter of responses indicate that staff were using video recordings and voice messages and a very small number were using digital pens to mark pupil work online. Booklets and worksheets which were returned to the teacher were marked and discussed with parents. Pupils who were engaging in digital literacy or numeracy software programmes were also provided with feedback on the work completed and on their progress. In all schools, pupil successes were shared through the school's newsletter and/or virtual assemblies. Parents also captured and shared their child's learning at home with their teachers:

"Parents are taking photos of their child completing activities at home and teachers are recording videos of praise and sending back" [online].

School staff highlight that the feedback to parents related not only to the pupil's learning, but also appropriately on the parent's use of behaviour/sensory management strategies to support pupil self-regulation. When required, further support and guidance was provided.

The questionnaire responses indicate that there were processes in place to monitor the provision for remote learning and teacher feedback, which included: a member of the senior leadership assigned to digital classes, weekly reports from heads of department and a review of pupils' learning across key stages which was shared with all staff.

While staff endeavoured to provide feedback in as timely a manner as possible, the demands of class teaching resulted in a slower response to pupils who were learning remotely, compared to the immediate feedback they would receive in class.

Advantages of remote learning

Despite the challenges for school staff and parents to deliver remote learning, this approach to learning presented many advantages and new opportunities which include:

- the digital learning supporting alternative learning styles was preferred by some pupils;
- the use of digital platforms enabling class teams to remain connected to parents and pupils who are shielding;
- the parents being able to access video tutorials prepared by school staff to illustrate, for example, the use of a particular strategy;
- pupils watching asynchronous lessons repeatedly and at their own pace to reinforce learning;
- the strengthening of relationships between staff and parents through regular contact;
- the increased levels of parental and pupil engagement;
- the development of parental skills to understand better how their child learns and to support learning at home;
- the increased use of a blend of teaching approaches to meet individual needs and learning styles; and
- the increased opportunities for developing teachers' ICT skills.

In a meeting with one school's board of governors, and another's Parent and Friends Association, the participants explained that they valued greatly special schools being open to pupils during the period of lockdown from January 2021. They emphasised that staff have detailed knowledge of pupils' communication and sensory needs and can individualise and plan the curriculum to support those needs. They also recognised appropriately that face-to-face teaching provides pupils with much needed opportunities for socialisation which cannot be delivered or experienced in the same way remotely.

Strategies to support emotional health and wellbeing

Written responses to the questionnaires indicate that special school leaders identified four key strategies for improving pupil health and wellbeing remotely: curriculum⁶ delivery, the provision of counselling services, connecting and communicating, and prioritising outdoor learning and physical activity.

Curriculum delivery

All principals who responded to the questionnaire emphasised that a curriculum was in place which focused on meeting the emotional and wellbeing needs of the pupils.

Wellbeing activities were integrated into curriculum areas and specific wellbeing tasks were provided for pupils learning remotely. For example, in one school Mental Health Awareness Day was celebrated with fun home learning activities, a coffee afternoon was arranged to connect pupils working in school with those at home, self-care strategies were shared with pupils and activities, which promoted pupil discussion around feelings and self-regulation were shared remotely. For pupils learning remotely, in a small number of schools, Individual Education Plans (IEP) targets were changed to focus on wellbeing and re-establishing routines. For example, targets addressed behaviours at home with clear strategies to support pupils to develop self-management skills. However, staff report that it was difficult for them to observe and assess the pupils' progress in meeting the targets.

Case study 4: Meeting the wellbeing needs of pupils

Since the first lockdown, staff have received teacher professional learning on emotional health, wellbeing and resilience. When the second lock-down was announced, staff identified this as an ongoing priority area for all pupils. Through detailed knowledge of each pupil and their family context, equipment such as peanut balls, beanbags, bicycles and foot spas were loaned to pupils learning remotely to meet their holistic needs.

Learning and wellbeing tabs were created within the school website and were regularly updated with links signposting parents to organisations for advice and support. Teachers maintained weekly telephone contact with parents to provide home learning and pastoral support to each family. Records of the calls were monitored by the school leadership to identify if additional support was required from Social Services or the Community Learning Disability Therapeutic Service.

⁶ On 26 June 2020, guidance was published by DE ([Curriculum planning 2020/21, Circular Number 2020/06](#)) to help school leaders adapt and plan the curriculum for the 2020/21 school year in order to support pupil recovery, engagement and blended learning. A key focus of the curriculum was supporting health and wellbeing through, for example, providing opportunities for collaboration, creativity, play and social interaction.

The school staff valued the pupils' views and ideas and used this feedback to improve their wellbeing. For example, feedback from senior pupils indicated that they wanted to interact with their peers online and consequently live lessons were arranged. In addition, when staff were informed that pupils missed being in school, teachers and classroom assistants sent personalised videos to ensure relationships were maintained. Weekly virtual school assemblies were in place to celebrate pupil birthdays and achievements. Parental wellbeing was also important and parents received tips on reducing stress along with wellbeing packs. To support the small number of parents whose child could not attend school due to serious medical concerns, music therapy was delivered in the home following robust risk assessments involving school staff, the therapist and parents.

The leadership team report that as ever, the wellbeing and safety of the pupils is paramount. A number of policies have been reviewed and shared with parents, which include safeguarding and child protection and acceptable use of the internet and digital technologies. The pupils' views have informed wellbeing initiatives and staff worked closely with the parents of children who were unable to articulate verbally their preferences. In a survey carried out with parents, all report that the school has prioritised the wellbeing needs of the children while also promoting parental self-care.

All of the principals valued greatly the support of staff and prioritised staff wellbeing as well as pupil wellbeing. A very small number of principals detailed the support they had in place for their own wellbeing, which included a virtual regional special school support network, senior leadership team support and coaching sessions with an external provider. From district inspector discussions, it is clear that the principals value greatly this network of support and recognise that it is important that they make time for their own wellbeing as they care for the wellbeing of others.

The provision of counselling services

Almost forty percent of the questionnaire responses highlight the importance of providing counselling to support pupil wellbeing. Following the first period of lockdown, one school leader emphasised that there was a rise in the number of pupils requesting counselling support:

Since the reopening of the school in September 2020, approximately one-quarter of the pupil enrolment has presented with anxiety issues. There has been an increase in the number of secondary pupils accessing counselling support and a greater number of referrals for term one than previous years. Counselling provision has recently been extended to include primary⁸ pupils through extended school funding.

⁸ Counselling support is not provided by the EA to primary aged pupils, a small number of school leaders report that they purchased this service to support the pupils' well-being.

For pupils learning remotely, counselling sessions continued and were accessed via video conference and drop-in online sessions were promoted and arranged with senior pupils. While counselling is provided by the EA to post-primary pupils, a small number of schools required additional sessions to provide for the increasing numbers of pupils requesting support. In a very small number of schools, staff roles were reviewed to provide timely support to pupils:

"We are very lucky to have a member of staff who has expertise and training in this area. She is a trained and practising counsellor with many areas of expertise in adolescent and adult mental health support. Her role during this period is solely to support the mental health and wellbeing of both staff and pupils. She has also enrolled on the mental health first aid course and has a mental health check-in with each pupil and family every week."

Comment from questionnaire

Connecting and communicating

All of the special school leaders emphasised the importance of maintaining regular and timely communication with parents to support their wellbeing and the wellbeing needs of their child. While resources and activities were shared with parents, staff were attuned to the individual context and needs of families, which had the potential to impact on work completion.

"Providing resources along with clear explanations and expectations, communicating regularly and making sure parents know there is no pressure to do everything."

Comment from questionnaire

In addition to communicating with pupils and parents, school staff emphasised the importance of ensuring a connected approach across the school community.

Case study 5: Connecting and communicating with the school community

School staff communicated with parents throughout both lockdown periods to support them in their role as co-educators. This has included, for example, teachers and therapists meeting virtually with parents to discuss strategies to manage their child's engagement and weekly phone contact to provide timely support and advice. Parents were also able to contact staff through an online application which has increased communication significantly.

Following the first lock-down, a staff survey highlighted their appreciation of the effective communication strategies which were established and maintained. Remote learning protocols were developed and shared with all staff and this has been reviewed in the context of the second lockdown. Notably, clear roles and responsibilities for staff who were clinically extremely vulnerable (CEV) and were working at home were agreed and shared which included the development of an online learning resource library. Members of staff who were in the CEV category also worked with class teams to oversee the remote learning for pupils who had been allocated to them and staff report that this has maintained their connection to school life and pupil learning. Staff and head of department meetings were convened weekly

online to review the learning taking in place in school and remotely and to provide staff with the opportunity to seek advice and support from colleagues. There was a twice monthly data analysis of pupils who were engaging with remote learning online or with paper-based packs. Class teachers continued to plan collaboratively and paired lessons were arranged for staff to learn from one another. In addition, the senior leadership were co-teachers in every virtual classroom to monitor the remote learning and communication between parents and staff.

The school outreach staff continued to support the 227 pupils referred to the service through ongoing communication with the mainstream school Special Educational Needs Co-ordinators. The development and sharing of literacy/behaviour/sensory resources and information with staff included teacher professional learning in relation to trauma, attachment and transitioning difficulties.

The leadership report that prioritising a connected approach and effective communication strategies has strengthened further the relationships across the school and within the community. Recently completed audits indicate that parents valued greatly the individualised support provided to them. Staff also valued the connectedness of the class team, which provided detailed knowledge of pupils and a shared understanding of their needs, supported through individualised remote and face-to-face practical learning activities. The leadership report a clear commitment and dedication from all staff to meet the needs of pupils and increased communication with parents. This has developed further the school's ethos and impacted positively on the lives of the pupils.

Outdoor learning and physical activities

Principals report that the provision for outdoor learning and physical activities has increased within curriculum provision. For pupils learning remotely, staff prepared activities which encouraged outdoor play, physical activity, movement breaks, sensory regulation and relaxation. These included weekly personal trainer sessions, pre-recorded 'keep-fit' classes, weekly yoga and a variety of pre-recorded circle time songs.

Case study 6: Prioritising play and outdoor learning remotely

Following the first lockdown, the leadership reviewed the remote learning activities across the various departments in the school. As a result, they prioritised providing parents with play and outdoor learning activities that were alternatives to screen-based activities.

Play equipment and resources such as tricycles, body boards, go-karts, sand-trays and water-trays, were loaned to parents to help them support their child's sensory needs and the development of gross motor skills. The occupational therapists also provided parents with advice and support in the use of equipment and games that could also be played outside with their child, for example hopscotch. School staff provided parents with clear instructions for any play-based activities, detailing the resources required and the learning objective. They also informed parents of resources from the Middletown Centre for Autism which provided visual checklists and tally charts for nature walks, for example, on searching for daffodils. Parents monitored their child's physical activity by downloading an app which tracked physical movement. In addition, parents shared images.

From January 2021, approximately 42% of pupils are learning remotely, with 20% of these pupils actively engaged in remote learning according to a school survey with parents. The leadership have reviewed the remote learning activities across the various departments in the school and focused on providing parents with activities to engage their with play activities and outdoor learning and reported their appreciation for the loan of resources and practical based learning.

The leadership initiated a range of emotional health and wellbeing activities to support parents which included for example, workshops on mindfulness and steps to wellbeing. Links were also sent to parents to a range of organisations which offered courses and further support.

In order to support the prioritisation of outdoor learning when pupils return to school, the leadership have used additional funding to invest in outdoor play equipment. Furthermore, a team of artists and painters from the wider community are updating the playgrounds with a range of educational murals.

Safeguarding

Almost all of the special schools had protocols for the safe use of technology in the delivery of remote learning, for example, the use of video conferencing within the home environment. Safeguarding information was shared by staff on digital platforms and that parents were signposted to support agencies and useful websites. Staff were clear of procedures when there was a lack of engagement from pupils and virtual multi-disciplinary meetings continued to ensure support for the child and parent. Safer Internet Day was also promoted remotely with parents and policies were adapted to take account of learning remotely.

Conclusion

All of the principals report the challenges in delivering face-to-face teaching and remote learning, particularly for pupils with complex learning difficulties. They emphasise that remote learning is not a substitute for being in class and pupils learning at home cannot reasonably be expected to make the same progress as those attending school. Remote learning has, however, resulted in improved partnerships between school staff and parents and enabled staff to work collaboratively to meet the needs of pupils learning at home and those receiving face-to-face teaching.

Much progress has been made since the first lockdown to support more effectively learning and communication, with staff improving significantly their ICT skills within a short period of time. Pupils, where appropriate to their learning needs, have developed further their skills for accessing, participating in, and completing remote learning tasks. Parents have developed a better understanding of how their children learn, as well as improved their skills at accessing learning and communicating with staff remotely. The Covid-19 pandemic has provided an impetus for change, notably the strategic development of ICT across the curriculum to enhance partnerships and learning.

Appendix A: An ETI consultation on the Delivery of Remote Learning in Special Schools

Question/statement	Response question/statement	Responses
Remote learning policy, protocols and expectations.	The school has a remote learning policy.	81%
	The school has developed protocols for the safe use of technology in the delivery of remote learning.	96%
	The school has communicated expectations around remote learning to pupils.	77%
	The school has communicated expectations around remote learning to parents/carers.	100%
	The school has communicated expectations around remote learning to staff.	96%
	The school has communicated expectations around remote learning to the board of governors.	81%
Percentage of pupils registered or logged on to access activities.	Almost/nearly all (more than 90%)	15%
	Most (75% - 90%)	
	A majority (50% - 74%)	19%
	A significant minority (30% - 49%)	27%
	A minority (10% - 29%)	15%
Teaching approaches used for remote learning.	Very few/a small number (less than 10%)	8%
	Hard copy resources	96%
	Online platforms	92%
	Pre-recorded videos (asynchronous)	89%
	Live teaching/sessions (synchronous)	23%
	Weekly activity/work planner/newsletter	73%
	Facilitating opportunities for pupils to work in pairs /groups	12%
	Independent activities e.g. research or use of digital resources/programmes	73%

Continuing professional development for remote learning.	EA continuing professional development for remote Learning.	35%
	In-house continuing professional development for remote learning.	89%
	Other providers' continuing professional development for remote learning.	39%
	CPD other	46%
External support for remote learning.	None	42%
	Support from the EA COVID-19 link officer	31%
	Support from the Employing Authority	27%
	Support from the ETI	23%
	Support from other body/organisation	19%
	External support	27%
Publications for remote learning	CCEA Guidance	31%
	DE Guidance	65%
	EA Supporting Learning hub	73%
	ETI Publications	65%
	Other	15%
	None	12%

Appendix B: Reporting terms used by the Education and Training Inspectorate

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75% - 90%
A majority	-	50% - 74%
A significant minority	-	30% - 49%
A minority	-	10% - 29%
Very few/a small number	-	less than 10%

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