Department
for Education

Minimum requirements and quality criteria

For resources for home education during COVID-19

May 2020

Contents

Resources for home education: minimum requirements and quality criteria

This document should be read in conjunction with the [pre-application guidance](#).

We have split our requirements into some mandatory must haves, which we will score on a pass or fail basis. These are our minimum requirements. Suppliers who suggest resources that don't meet these requirements will not have their products assessed further. Resources will be assessed by each subject individually. If the minimum requirements are met for one subject but not another, the resource will only be listed under the subject it has passed should they be chosen for the list.

Products which pass our minimum mandatory requirement stage will continue to be assessed in line with the quality criteria we have set our below.

Minimum requirements (Pass/Fail)

All resources must meet the following set of minimum requirements to be eligible for the inclusion on the published list of educational resources for schools and parents to help children to learn at home. Please be aware that we expect schools to provide resources to pupils, but if parents choose to use them, parents should be regarded as novice teachers, in general.

- The resources must be for one of the six categories already published – maths, English, science, PE, mental wellbeing or specifically for pupils with Special Educational Needs and Disabilities (SEND).
- The resources are free to access and use.
- Access does not require the submission of any payment details if registration is required.
- The resources include tasks or activities for maths, science and PE or tasks or activities or reading material for English, SEND and mental wellbeing.

Quality criteria

All proposed resources submitted to the DfE through the questionnaire will be randomly sampled. The proposed resource(s) will be assessed on the quality of the subject content, by subject matter experts as detailed in the [pre-application guidance](#). Resources will be assessed by each subject individually. If the resource meets the quality criteria baseline for one subject but not another, the resource will

only be listed under the subject it has passed the baseline for should they be chosen for the list.

The following quality criteria will apply:

1. The resources can be accessed and used by pupils, parents (who have no teaching experience), and teachers. [pass/fail]

2. There is no content within the resource, or linked directly to the resource, that is inappropriate for the target age range of the resource, or which risks the health (mental health or physical health) and/or safety of anyone. [pass/fail]

3. Instructions for tasks/activities/reading materials are appropriate and clear for the age group, or parents for younger age groups, those with SEND, and for some mental wellbeing resources. Material for Key Stage 3 onwards, can be followed with limited or no support if appropriate. [Scoring can be found in Annex A]

4. The tasks, activities or reading materials are age appropriate based on the correct key stage descriptors in the national curriculum, government policy guidance or age group in the Early Years Foundation Stage. This is not applicable for SEND specific resources. [Scoring can be found in Annex A]

5. Where answers or solutions are applicable for tasks and/or activities, they are accurate accessible, linked to the task and in the same format. [Scoring can be found in Annex A]

6. Any practical activities can be safely conducted independently by the pupil(s) in the home environment (any requirements for parental involvement in activities must be clearly specified) and do not require purchase of specialist resources. [Scoring can be found in Annex A]

7. For SEND specific resources, the resources/materials are suitable in supporting the specific SEND category it has been created for, as identified by the supplier. [Scoring can be found in Annex A]

SEND claim accuracy check

- If the resources has been identified by the supplier as appropriate for pupils with specific Special Educational Needs and Disabilities, this will be checked as accurate and appropriate for the identified SEND category by a SEND expert. If SEND identification is deemed as inaccurate and/or inappropriate it does not mean the resource will be rejected, however it does mean *accessible to SEND pupils* will not be included in the description of the resource should it be chosen for the published list.

Annex A: scoring of quality criteria

Resources must receive a minimum score of 3 against each criterion to reach our initial baseline. Each criterion is for every subject unless stated.

For the purposes of this exercise, assessors should assume that parents will not be experts in teaching.

Criteria	0 Unsatisfactory	1 Poor	2 Insufficient	3 Good	4 Excellent
Instructions for tasks/activities/reading materials are appropriate and clear for the age group, or parents for younger age groups, those with SEND, and for some mental wellbeing resources. Material for Key Stage 3 onwards, can be followed with limited or no support if appropriate.	There are no instructions or advice on how to use the activities/tasks/ reading materials	Instructions are long or too short and vague, use complex language that needs prior expertise or knowledge, and are too complex to hold the attention of the age group (or parent) taking little account of the skill level of the intended audience. This results in the audience being unclear of how to proceed and may result in	Instructions are long, use unclear language which takes expertise or prior knowledge to understand when considering the skill level of the audience. This could result in abandonment of some activities/tasks/ reading material or it being incorrectly followed, but there are some instructions that	The majority of the instructions are, short or in 'bitesize' chunks, using easy to understand language for the skill level of the intended audience. This results in quick understanding of what is required and does not need to be re-read to follow through to the end of the activity/task/	Instructions are consistently short or in 'bitesize' chunks, which use clear, easy to understand language for the skill level of the intended audience. This results in quick understanding of what is required and do not need to be re-read to follow through to the end of the activity/task/

Criteria	0 Unsatisfactory	1 Poor	2 Insufficient	3 Good	4 Excellent
		abandonment of the task/activity/ reading material or completing the task/activity/ reading material incorrectly.	may be considered 'good'(3).	reading material. There may be some instructions that may be considered 'satisfactory' (2).	reading material correctly. Give confidence and engagement to continue through further activities and tasks.
The tasks, activities or reading materials are age appropriate based on the correct key stage descriptors in the national curriculum, government policy guidance or age group in the Early Years Foundation Stage. This is not applicable for SEND specific resources. The age and Key Stage applicable is taken from suppliers questionnaire response and as indicated on the	No activities/tasks/ reading materials are age appropriate or match government guidance, the National Curriculum or Early Years Foundation Stage.	The majority of the activities/tasks/ reading materials are not appropriate for the age and/or key stage based on Government guidance, NC or EYFS. This would likely result in children and young people undertaking tasks before they have the foundation knowledge to tackle the activity/task/ reading material.	There are some activities/tasks/ reading materials that are age or key stage appropriate based on Government guidance, NC or EYFS. There are also some that are not appropriate and/or which are not clearly labelled as advanced materials for the identified age group or key stage. This could result in children consistently tackling content	The majority of the activities/tasks/ reading materials that are age or key stage appropriate based on Government guidance, NC or EYFS. Advanced materials are included but not clearly labelled so the pupil/parent can make a decision on whether to tackle more challenging content. This could result in the pupil and/or parent tackling	All activities/tasks/ reading materials are consistently age or key stage appropriate based on Government guidance, NC or EYFS. All advanced activities/tasks/ reading materials intended to stretch the pupils knowledge are clearly labelled so a choice can be made by the pupil (or parent) to tackle. This will result in pupils receiving

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resources themselves (if applicable)		This may lead to pupil frustration or sense of failure, with the potential for disengagement, lacking motivation to continue with further tasks or activities	beyond their ability which may cause the pupil to be disheartened at not grasping content they think they should know. This may lead to pupil frustration or sense of failure, with the potential for disengagement, lacking motivation to continue with further tasks or activities	stretching content without their knowledge, which may cause the pupil to be disheartened at not grasping content they think they should know, and potentially demotivate both the pupil and/or parent.	age or key stage appropriate activities/tasks/ reading materials and they can choose to challenge themselves on advanced materials, build confidence, motivation and expertise. Give confidence and engagement to continue through further activities and tasks.
Where answers or solutions are applicable for tasks and/or activities, they are accurate accessible, linked to the task and in the same format.	There are no answers or solutions available where they should be provided.	Most of the answers or solutions, where applicable, are inaccessible to the user, separate from the task, or not linked to it, and are not in the same	Most of the answers and/or solutions, where applicable, are available. However they are either hard to find, not linked to the tasks, not in the same	All answers and/or solutions, where applicable, are available and accurate. However they are either hard to find, not linked to the task/activity, or not	Where applicable, answers and/or solutions are clearly provided, are accurate, accessible, linked to the task and in the same format

Criteria	0 Unsatisfactory	1 Poor	2 Insufficient	3 Good	4 Excellent
		format as the task/activity. This would result in a pupil being unable to know if they have completed the task/activity correctly meaning they are unable to learn from their mistakes. Creating frustration, lack of understanding of continuous improvement and demotivation	format as the task/activity or there are omissions or inaccuracies. This would result in an inconsistent experience for the pupil and may result in the pupil being unable to learn from their mistakes. Creating frustration and some lack of engagement.	in the same format as the task/activity. This could result in a disjointed task/activity to answer/solution approach which slows down the learning ability of the pupil as the answer/solution is not available in immediate aftermath of the task/activity. This creates pupil frustration and may demotivate the pupil to continue.	as the task. This will result in the pupil being able to understand if they have undertook the task/activity successfully or understand where they have gone wrong in order to return to tackle appropriate tasks/activities again. This will gives confidence and engagement to continue through further activities and tasks.
Any practical activities can be safely conducted independently by the	Practical activities require specialised safety equipment, and expertise	Practical activities require equipment that may not be readily available in	Practical activities sometimes require equipment that may not be	Practical activities do not need specialised equipment.	Practical activities do not need any specialist equipment that is

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pupil(s) in the home environment, any requirements for parental involvement in activities must be clearly specified, and do not require purchase of specialist resources.	beyond novice knowledge, and cannot be conducted safely in the home environment.	every home environment, and may be unsafe to conduct without specialist safety knowledge, by either pupil or parent.	available, or a substitute is not available in the home environment. There are potential safety concerns that these may not always be specified to the user (pupil or supervising parent) which could lead to unsafe practice.	Equipment suggested is available in the home environment, however potential safety concerns are sometimes unclear.	not available in the home environment. Activities can be conducted safely by pupils, or where clearly indicated, with supervision by a parent with no expertise in health and safety knowledge. This will give confidence and engagement to continue through further activities and tasks.
For SEND specific resources, the resources/materials are suitable in supporting the specific SEND category it has been created for, as	The resources are not suitable to support pupils in the SEND category it has been created for and/or resources/ materials are	The resources/ materials provide only a small number of tasks and/or activities to use with children and young people with the identified	The resources/ materials provide a number of tasks and/or activities to use with children and young people with the identified SEND category,	The resources/ materials are consistent, accessible and provide a range of safe activities or tasks to complete with children and	The resources/ materials are consistent, accessible and provide a range of safe activities or tasks to complete with children and young people with the SEND

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identified by the supplier.	deemed unsafe to use for pupils with the SEND need identified.	SEND category, and are difficult to use in the home environment without specialist expertise.	and can be used in the home environment without specialist expertise.	young people with the SEND category clearly identified and can be used in the home environment without specialist expertise.	category clearly identified. They can be used by children and young people or parents which have no specialist expertise and where the SEND category can result in a board range of abilities, the resources/ materials accommodate for that range. Are engaging and motivate pupils to continue learning.

Prioritisation

Due to the unprecedented circumstances of the coronavirus pandemic, the Department is working at pace, to provide supporting resources to, parents and teachers, to enable children, and young people to continue their education in the home environment. This signposting to support needs to be proportionate and deliverable, and not overwhelming in length to support users. In the event that DfE receives a high number of submissions, a high proportion of which are deemed to be quality resources, the DfE, in line with subject matter expertise, may need to prioritise for certain resources or subjects, or publish lists in certain resources before others. This is to keep the resources list to a manageable and proportionate size that does not overwhelm users.   In the event that DfE needs to invoke prioritisation we will contact all suppliers who have submitted resources for consideration to explain how the prioritisation will work.

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