

[Ofsted research finds pupil motivation around remote education is a significant concern for parents and school leaders](#)

Although remote education is helping to plug the learning gap during the COVID-19 pandemic, pupil engagement and motivation remains a significant challenge for schools and parents, according to a new report.

Published today, [Ofsted's in-depth study on remote education](#) finds that many schools are doing a good job of mitigating children's learning loss. But keeping pupils motivated remains a challenge, despite schools having made strides in their remote learning offers.

Nearly half of parents who responded to Ofsted's survey said that keeping their child focused on studying was a top concern, along with motivation and having enough contact with teachers. This was echoed by school leaders, with many working hard to increase pupil engagement and to find better ways for pupils and teachers to interact.

[Recent government guidance](#) has strengthened expectations around remote education. Today's report explores the challenges schools, teachers and other providers face in meeting those expectations, and looks at the solutions they are finding to make sure children get a good education while away from the classroom. Ofsted also commissioned surveys of parents and teachers' views about how their children were faring while learning remotely.

The report also finds:

- A large proportion of schools in England feel that they are doing well at mitigating children's learning loss through remote education. Three-fifths of teachers surveyed said they were confident they were providing a high-quality remote education when this was needed. However, schools are at different stages of development, and there is wide variability in the remote learning on offer.
- When developing remote education, most leaders said they focused on making sure pupils were learning what they needed to, rather than focusing on the technology. Several heads said that they expected teachers – with a little adaptation if needed – to deliver lessons as they would in person, modelling answers, questioning pupils and giving feedback as normal.
- Many school leaders do not see remote education as a barrier to curriculum delivery and believe learning opportunities, levels of pupil

engagement and expectations should be the same regardless. Several leaders were ambitious with their curriculum, arguing that its breadth and depth should not be compromised or narrowed for remote education.

- Parents and schools are concerned about children with special educational needs and/or disabilities (SEND) and their engagement with remote education. Nearly two thirds of parents of a child with SEND said they had been disengaged with remote learning, compared with almost 40 per cent of parents of children without additional needs. While some special schools have adapted their remote education to support SEND pupils, such as supplying assisted reading technology, more work needs to be done to engage children with SEND.
- Leaders who participated in the research did not always regard remote provision as an entirely temporary measure. The report highlights the potential benefits of remote learning in the long term, such as providing teaching for snow days or extended periods of illness or absence, to minimise learning loss.

Her Majesty's Chief Inspector, Amanda Spielman, said:

While remote education will help to mitigate the learning lost when children are out of the classroom, it's clear that pupils' motivation and engagement remains an issue. This, along with the pressure remote learning places on teachers and parents, is proving a real barrier to children's learning and development.

Despite the challenges, I am impressed by the flexibility and innovation shown by teachers and leaders involved in our research. I hope these insights will be valuable to schools that are still developing their own remote education offer.

'My thanks to all the teachers and school leaders across the country whose continued efforts mean that children can still receive a quality education, even in such difficult circumstances.'

From today (25 January), Ofsted is resuming monitoring inspections of schools judged to be inadequate at their previous inspection, as well as some graded 'requires improvement'. Monitoring inspections look at the progress a school is making and encourage improvement. Unlike full inspections, they do not result in a grade. Inspections will be carried out remotely by default, but we will continue to carry out on-site inspections where we have immediate concerns – for example, about safeguarding, the leadership of a school or a failure to provide education to children.

You can read more about [our monitoring inspections online](#).

[Advice on consumer CBD \(cannabidiol\) products](#)

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[UK Research and Innovation funds research projects for COVID-19 in Peru](#)

International collaboration is key to fight against the pandemic. To that end, UK Research and Innovation (UKRI) continues to fund research projects on the effects of COVID-19 in Peru and other countries around the world.

Currently, the UK and Peru are working together on five projects, investigating communities particularly vulnerable to the pandemic, such as the elderly, children, local farmers' markets and more. These projects funded under this scheme add to the scientific cooperation between the two countries already underway through the Newton-Paulet Fund, in partnership with CONCYTEC, and the Global Challenges Research Fund (GCRF).

So far, the UK has invested around £29.3 million in more than 50 projects on COVID-19 in developing countries, reaffirming its commitment to support science and technology applied to solutions to social issues.

On the announcement of projects' funding, UK Ambassador Kate Harrisson said:

I am delighted that Peru and the UK are collaborating on projects in response to COVID19. These projects will have a direct positive impact on the lives of thousands of Peruvians.

They will shed new light on the effects of the pandemic on food markets, fish workers, mental health in senior adults or nutrition in mothers and young children, and thus help improve their wellbeing.

The pandemic requires a coordinated and global response, and the cooperation of both countries is a sign of our commitment in this regard and our excellent bilateral relationship.

Most of the funded research focuses on the communities most affected by COVID-19 in Latin America, Africa and Southeast Asia, and, they are carried out collaboratively between UK and local experts and institutions. The purpose and importance of these projects is to develop short and long-term social, economic and health solutions, areas that have been severely affected by the pandemic. Finally, these projects seek to improve the response capacity of developing countries to future pandemics.

The projects in Peru chosen for funding in collaboration with UKRI are the following:

[Understanding the impact of COVID-19 on the mental health of older Peruvian adults.](#)

- UK lead institution: University College London
- Peruvian Lead Institution: Universidad San Martin de Porres and PRISMA

[Promoting health and safety in traditional food markets to combat COVID-19 in Peru and Bolivia](#)

- UK lead institution: Royal Veterinary College
- Peruvian Lead Institution: Universidad Peruana Cayetano Heredia, Universidad Nacional Mayor de San Marcos

[Enhancing the resilience of fishing communities to the impacts of COVID-19 in Northern Peru](#)

- UK lead institution: University of St Andrews
- Peruvian lead institution: Inter-Agency Consortium Piura (Project Partner)

[Strategies to mitigate nutritional risks in mothers and children under 2 years of age in low-income urban households in Peru during COVID-19](#)

- UK Lead Partner: Loughborough University
- Peruvian lead institution: UNICEF Peru (Project Partner)

[COVID Observatories: Monitoring the interaction of pandemics, climate hazards and food systems among the world's most disadvantaged communities](#)

- UK lead institution: University of Leeds
- Peruvian lead institution: Health Without Limits Peru (Project Partner)

[Change of British High Commissioner to](#)

Canada: Susannah Goshko

Press release

Ms Susannah Goshko has been appointed British High Commissioner to Canada.



Ms Susannah Goshko has been appointed British High Commissioner to Canada in succession to Mrs Susan le Jeune d'Allegeershecque CMG. Ms Goshko will take up her appointment during August 2021.

Curriculum Vitae

Full name: Susannah Goshko

Married to: Matt Goshko

Children: Two

Date	Role
2019 to 2021	FCD0, Principal Private Secretary to the Foreign Secretary
2018 to 2019	FCO, Head of Intelligence Policy Department
2017 to 2018	Department for Exiting the European Union, Deputy Director
2013 to 2017	Washington, Head of Political Team, then Political Counsellor
2010 to 2013	Nairobi, First Secretary – Economic and also Permanent Representative to UNEP and UN Habitat
2007 to 2009	FCO, Head of Pursue Team, Counter-Terrorism Department
2006 to 2007	FCO, Head of Rule of Law and Europe Team, Human Rights Department
2004 to 2006	Washington, Private Secretary to Her Majesty's Ambassador
2001 to 2004	Havana, Second Secretary – Political
2000 to 2001	FCO, Desk Officer for Central Africa, Africa Department

You can follow Ms Goshko on Twitter at [@SusannahGoshko](https://twitter.com/SusannahGoshko)

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37th Universal Periodic Review: UK statement on Myanmar



The UK welcomes Myanmar's efforts to address human rights issues, such as ratifying the ICESCR. However, we remain concerned by limited progress regarding conflict in Chin, Kachin, Rakhine, and Shan states. Civilians bear the brunt of conflict, perpetrators of abuses are not held to account, and full humanitarian access is denied to many regions.

Recent elections were a welcome milestone towards democracy. But it is troubling that the Rohingya and those in conflict areas were disenfranchised.

We recommend Myanmar:

1. Implement the recommendations of the Advisory Commission on Rakhine.
2. Amend the 1982 Citizenship Law and ensure the protection of the human and civil rights of the Rohingya and other disenfranchised groups as citizens of Myanmar.
3. Ratify the 2014 ILO Protocol to the Forced Labour Convention.

Thank you.

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