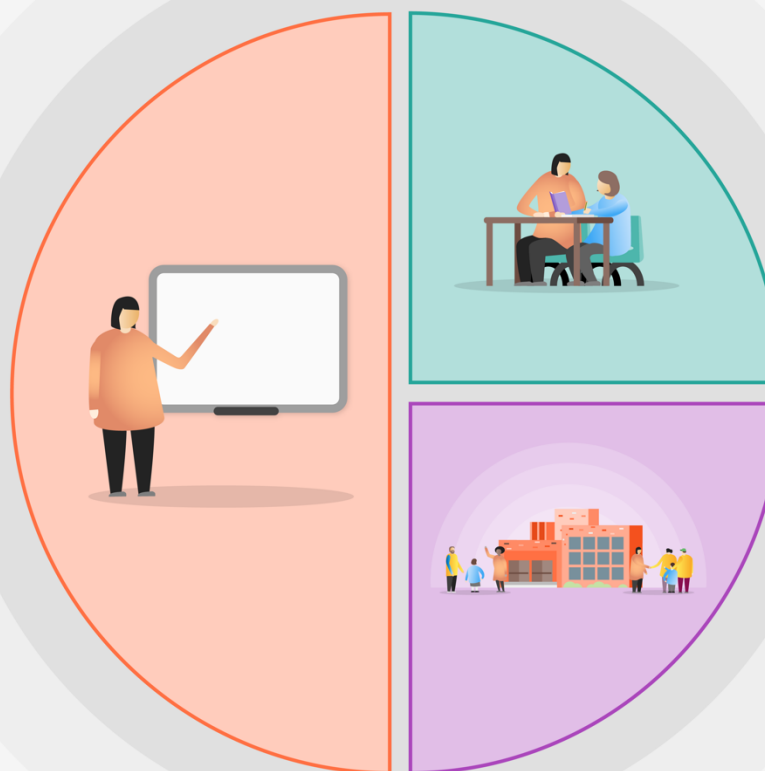


1 Teaching

- All stakeholders communicating a clear and consistent message surrounding home/remote learning (letters, website, SchoolComms, email)
- Provide a suite of home learning options. Families select the most appropriate for both parents and child: daily online learning tasks, downloadable plans and resources, printed packs that are either delivered to home or collected from school.
- Focus on critical aspects we need to teach well. A package of home learning put together ensuring we focus on basic skills first and foremost. (Bug Club, Phonics, writing linked to the learning project, Education City, Mangahigh)
- Daily phone/Zoom/Teams calls or emails to check on the progress of home learning and the wellbeing of both, children and families. Contact logs kept and monitored.
- Feedback on tasks given via face-to-face learning or via email feedback.
- Staff responded to concerns promptly.
- A broad and engaging curriculum that aligns on-site and home learning
- Whole-school reading approach and annual reading testing
- Curriculum 'essentials' for Reading, Writing and Maths are identified through 'gap analysis' and taught / revisited across wider curriculum subjects.
- Regular Subject Planning and Development Meetings
- Quality Assurance that actively supports curriculum development
- Wellbeing focus – additional PSHCE/RSHE sessions in swim slots, Wellbeing Ambassadors' work, SPW Governors' Board
- Deliberately reduce workload (e.g. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.
- Coproductive curriculum work and teaching between home and on-site teachers/Instructors



2 Targeted support

- To enable improved access to the curriculum:
- Provide parents with additional support materials.
- Teacher-led targeted group teaching
- Specific intervention programmes led by both Teachers, Instructors and LSAs
- Literacy and numeracy interventions
- Pupil-parent progress meetings and action plans
- Deployment of LSAs (varying levels)
- Safe/Allocated/Bubble/Outdoor/Specialist Spaces available to targeted children/groups throughout the day.
- Pastoral support provided for small group and 1:1 by form tutors and SLT
- Therapy sessions (music, play, NHS therapies), collaboration with professionals to support EHCP provision
- Attendance Monitoring and Reporting

3 Wider strategies

- To enable access to a remote/blended/hybrid learning model: Provide ongoing technical support and ensure all pupils have access to classroom teaching and/or remote provision.
- Ensure pastoral contact home identifies additional barriers to engagement due to technology or a lack of other forms of support (digital poverty/literacy)
- Use meeting/reflection/feedback sessions to ensure teachers/teams are focused on closing gaps
- Extend the outdoor learning provision and project-based learning (close gaps and wellbeing)
- Lunchtime clubs, playtime training, after-school clubs considered, link to DofE
- Wellbeing Ambassadors' work, SPW Governors' Board, WAS work
- Daily communication with families
- FSM vouchers
- Remote Learning Policy and website area, secure 'Student Area'