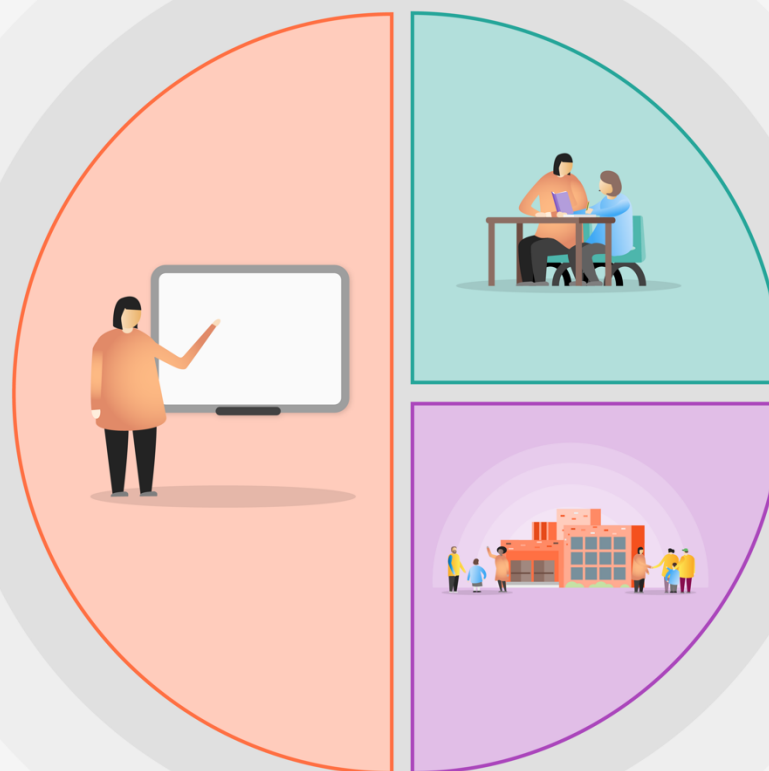


1 Teaching

- ✓ **All stakeholders** communicate a clear and considerate message surrounding home learning. Learning should be purposeful, achievable and stress-free.
- ✓ **Google classroom** to be used as a platform and feedback is provided by teachers. Pupils and parents should be used to this a platform for completing their homework.
- ✓ **Face to face** teaching will focus on clear modelling and explanations to ensure that pupils know how to complete their work.
- ✓ **Ample time** pupils to respond to questions and time for pupils to reflect will take place to ensure pupils are invested in their learning
- ✓ **Home learning** will focus on independent practice with prompts and key words. Short quizzes will give opportunities for concepts to be embedded.
- ✓ **Feedback** given via the online platform for face to face for those pupils in school.



2 Targeted academic support

- ✓ Collaboration with professionals to create bespoke and targeted learning packs for specific children, including those with EHCPs.
- ✓ Graded support given to vulnerable learners not in school as indicated by monitoring system. I.e. accessibility to a device, paper copies etc
- ✓ Use of the family support team and Attendance officer to act as a link between home and school, supporting families to establish routines to support home learning
- ✓ Pupils identified to receive school i-pads for remote learning

3 Wider strategies

- ✓ Frequent delivery of food parcels outside of FSM entitlement if needed
- ✓ Tiered contact: fortnightly, weekly phonecalls
- ✓ Weekly SLT meetings and staff meetings with teachers swiftly giving feedback relayed to SLT allowing the school to make informed decisions.
- ✓ Weekly safeguarding meetings and follow up as necessary