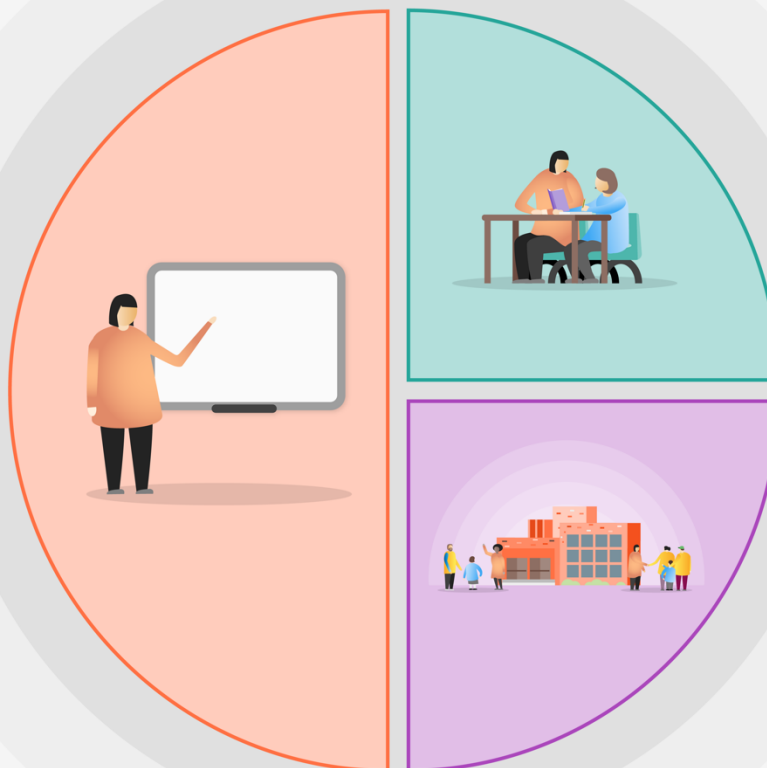


1 Teaching

- Provision of a range of remote learning options including online via Seesaw, paper packs and where needed personalised packs of work.
- Clear and consistent communication with all stakeholders regarding remote learning- the aim is for it to be purposeful, achievable and stress free.
- Phone calls/Seesaw messages to check on progress of home learning and wellbeing of both children and families.
- Staff to respond to concerns promptly via Seesaw/email or telephone.
- Feedback via Seesaw- either comments or voice notes.
- Paper packs to be returned as parents collect the next to allow teachers to assess work.
- Morning and afternoon messages uploaded by class teachers to encourage engagement.
- Weekly class 'Zoom' meets to help children feel less isolated and in more in touch with the school. Phone calls made where Zoom is not possible.



2 Targeted academic support

- Collaboration between teachers, teaching assistants, SENCO and other outside professionals to create bespoke and targeted learning packs for specific children including those with EHCPs.
- Use of pastoral HLTA, SENCO and Pupil Premium Champion to act as link between school and home, supporting families around home learning and wellbeing.
- Expectation that vulnerable learners will be in school full time.

3 Wider strategies

- Ensuring delivery of food parcels/FSM vouchers as per entitlement.
- Tiered contact- fortnightly, weekly or every 3 day according to need.
- Weekly online SLT meetings. Messages and feedback from teachers conveyed promptly to SLT so that they can make informed decisions.
- Loaning of iPads to families identified as in need.
- Paper packs and stationery available to all who request it.