

1 Teaching

Clear and consistent message sent to all stakeholders surrounding the use and expectations of home learning and its practical delivery of purposeful, achievable and stress-free sequential learning.

A bank of resource options provided as a platform for blended learning:

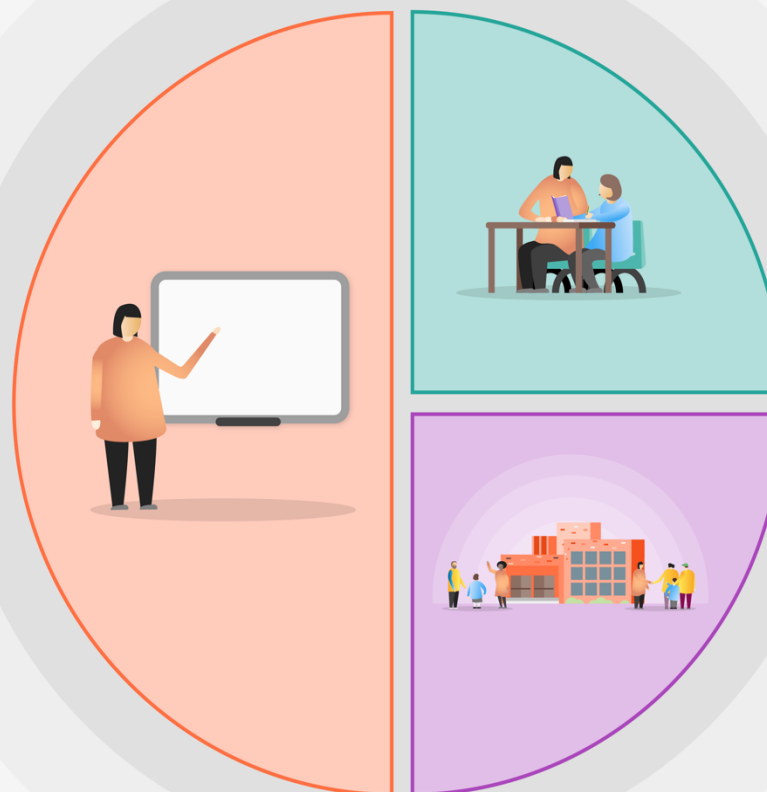
- Work packs sent out
- Virtual learning e.g. Google, Zoom
- Research based projects
- Mock exams/past papers
- Face to face quality first teaching
- PLIM Targets and suggested activities

Feedback given promptly and regularly reflecting constructive and reassuring network of support.

Frequent phone calls to check on progress of learning and wellbeing of both students and families with staff assigned to specific groups of students.

Prompt response by staff to any concerns raised regarding safeguarding via telephone, email or social media.

Further availability of staff distributed throughout phase and through open lines of communication where needed.



2 Targeted academic support

Expectation for all vulnerable learners will attend school full time.

Vulnerable learners not in school to receive graded support e.g. through access to technology, extra phone calls and bespoke feedback and mentor assigned.

Plans for specific therapy strategies sent out and explained via phone calls/ tapestry as necessary to parent/carers.

Opportunities provided for pupils studying qualification subjects to network via virtual classrooms to share good revision practice.

3 Wider strategies

Priority phone calls made to vulnerable students to support wellbeing.

Weekly online/face-to-face Phase meetings to convey messages and make informed future decisions.

Possible equipment loaned where needed e.g. art supplies, sloping boards, Theraputty.

Discretionary support for wider wellbeing needs e.g. food, self care