

## **Staff Strategy for Remote Learning:**

The following is an outline of our approach, along with guidance about managing pupil – staff interaction.

Our broad approach to supporting pupils who are home-learning is to offer a combination of live-check-ins, pre-recorded content (either self-made or using online resources from trusted others) and live one-to-one and small-group support to stretch and support pupils in a more targeted way. We believe that this approach offers staff, children and parents/carers the flexibility they need to enable them to access the work at a time which is most conducive to them.

**Check-ins:** happen twice-daily, at around 9.15am and 1.15pm. They are used to create routine for the children in the following ways:

- **ENGAGE:** they are an opportunity to see which children are (or aren't) engaging regularly;
- **ESTABLISH:** for the staff member to establish clarity about the session's learning activities
- **ASSESS and ASSIST:** to assess how successfully the pupils managed the previous set of activities and to offer support where needed

**Pre-recorded resources:** staff members will prepare and upload video activities that will be used by the children to assist them in undertaking their set work. This video content may also include those produced and made available by other trusted providers (e.g. Oak Academy, White Rose, Power Maths, Activelearn/BugClub etc).

**Tuition sessions:** we recognise how challenging home-learning is for everyone involved, particularly for those pupils who are furthest adrift, who are insecure in the learning or who may be emotionally impeded and who cannot easily contribute or benefit from large-scale interactions with school staff members. With consent from parents/carers, staff members will make timetabled contact throughout the week with pupils, dependant on individual need. The topic or approach may differ in respect of the pupil's ability, level of attainment or academic/social/emotional circumstances.

**Parental concerns:** where parents express concerns about being unable to support or engage their children, staff should make agreed 1:1 contact with the child to offer support, reassurance and further guidance for parents

**Concerns about non-engagement:** where a staff member becomes concerned about a pupil who is not engaging or making contact by other means, the following system is followed:

1. Classroom team attempts to make contact (through MSTeams/Dojo). If no contact, then;
2. Classroom team makes a call to parents to ascertain the reason for non-engagement. If no contact, then;
3. Classroom team reports non-engagement to learning mentor, who will continue to attempt to make contact using the above methods. If no contact, then;
4. Learning mentor reports non-contact to SLT, who will attempt to make physical contact by calling at the address. If no contact, then;
5. Child is considered 'vulnerable'. Report to the local authority via the school's appointed LA contact

In all interactions, staff members must work within the guidance of the 'Keeping Children Safe in Education' document, must adhere to the school's policies on child protection, e-safety and IT Acceptable Use. Staff must escalate safeguarding concerns using our online system MyConcern.

Iain Linsdell

Head teacher