

Home learning: a selection of case studies from North Yorkshire schools

There are no nationally agreed ‘rights and wrongs’ regarding the different approaches schools are employing to support children’s learning and welfare from a distance. The case studies within this booklet present a range of approaches that are working in the contexts of the schools across North Yorkshire LA whose leaders have kindly shared them; they are intended to provide food for thought, as all school leaders evaluate their own provision. All case studies have been anonymised and are ordered from smallest to largest numbers on roll, in three sections:

- Primary Schools
- Primary School Federations
- Secondary Schools.

PRIMARY SCHOOLS

Routines, Wellbeing, Resilience!

Small, Semi-Rural Primary School						
Additional context High levels of FSM/PP and Early Help		NOR 34	No. of classes & class structure 2 classes Class 1: EYFS, Y1-2 Class 2: Y3-6			
Number of vulnerable learners in / out of school: EHCP With social worker Other	In	Out	Staffing overview:			
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		Seesaw app being used well with all pupils. Learning is chunked by time to prevent overload. A pack of materials was provided for all pupils containing books/paper etc., as well as IT devices as required, along with access to Seesaw. A clear focus on communication with pupils and families.				
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		TA deployment with a clear focus on feedback for SEND/EAL pupils. All work blocked and fed into Seesaw in time slots to prevent overload.				
HOME-BASED LEARNING						
What key principles have guided your decision-making on what home learning will look like?		Maintaining the routine and resilience built up within the school over previous few years. A wide variety of family structures within the school have added pressure on whole community. The need for regular interaction with both pupils and families is key.				
All home learning delivered via Seesaw, but in a variety of formats, so that pupils are not at screens all day. Activities are able to be time-released to prevent overload. CLPE power of Reading, Spelling Shed etc. all used as familiar to pupils already. School Worry Monster was used via Seesaw to allow pupils to have their usual wellbeing contact as normal.		Brief overview of home learning approaches and key resources used				
What are the expectations on staff in terms of supporting pupils?		Clear expectations set out at the start, to reinforce routines found in school normally. These included set times 9-2 with break and lunch, having a water bottle handy, and possibly wearing school jumper. Devices were provided for families that did not have sufficient access. Quiet working space in the home was made a clear expectation for families from the beginning.				

<p>Most engaging very well via Seesaw, including carers getting involved and submitting their own work!</p> <p>No direct marking of any work, but feedback given by all staff.</p> <p>Consistency is key with Dojos being used as reward as in school. Wellbeing was monitored over the school holidays using familiar Worry Monster via Seesaw. Pupils confident to comment as it is the same as in school.</p>	<p>What are the levels of engagement amongst pupils and how do you know?</p>
<p>How else are you supporting families who are not attending?</p>	<p>Making sure contact is made with every pupil every day, either via interaction on Seesaw, else by phone call or email to check they are OK.</p>
SCHOOL-BASED LEARNING	
<p>How many pupils are typically attending the school and how is staffing organised?</p>	<p>A maximum of 4 attended during the earlier weeks. All have now found suitable home learning locations.</p>
<p>Tables were set up in the school hall, and pupils took on the same work as their classmates via Seesaw, but with more creative activities etc. in the afternoons.</p>	<p>Brief overview of school-based learning approaches and key resources used (including any online learning platform).</p>
<p>What are the expectations on staff in terms of supporting pupils?</p>	<p>Staff and TAs deployed for feedback on pupil work. Email and phone call contact for those families who not engaging with work on Seesaw. Some staff time is being used for training & CPD</p>
NOTABLE SUCCESSES / CHALLENGES	
<p>Is there a strategy or approach you have tried that you feel particularly proud about?</p> <p>The focus on consistency with the “normal” school life has been really important to both pupils and families.</p> <p>Splitting the work into smaller, manageable chunks deployed through Seesaw has been successful for all pupils, not just SEND/EAL.</p> <p>Staff focussing on contact and feedback to pupils and families rather than marking work has been a great positive in maintaining engagement and resilience.</p>	
<p>Are there any particular problems you are facing with your learning approaches?</p> <p>Family pressures are becoming more manifested, with the differences between home & school behaviours becoming clear.</p>	

A building block approach is helping.

Small Rural Primary School				
Additional context		NOR 65	No. of classes & class structure	
Number of vulnerable learners in / out of school: (Our “red category” vul. Chn)		<u>In</u> EHCP With social worker Other	<u>Out</u> 1 0 4	Staffing overview: 3 teachers / 4 TAs / 1 secretary. All taking equal turns on a 3-weekly rota to provide care in school.
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		<p>Telephone contact as often as is necessary – at least once a week, and then any following up or additional support on top of this.</p> <p>Resources sent home. Cards to children to keep in touch. We have a safeguarding team (HT(DSL), deputy DSL and pastoral lead (TA)) who meet weekly and share the calls and outcomes. This has worked well; we are in good contact with all families on the list except one who we are pursuing.</p> <p>We have a longer list of RAG rated vulnerability concerns and they are included in our call procedures as above.</p> <p>These have been successful: we have been able to offer support to several families as a result of calls, and relationships are good. Some families have been “stepped down” our RAG rating as we have been able to help them manage well at home.</p>		
What systems are being employed to ensure ‘reasonable endeavours’ are being made to fulfil your statutory duties over SEND?		<p>1 EHCP: Child now in school. Brilliant support from Inclusive Ed service, who are providing 1:1 cover as per EHCP. Parents happy with this.</p> <p>1 EHCP: child is out of school this year due to serious medical condition + critical accident; currently in hospital. His school 1:1 is in touch with parent to provide what support we can during this time.</p> <p>1 EHCP: at home at moment to avoid disturbing routine (autism): class teacher/Senco (HT) working closely to provide resources specified in EHCP.</p>		
HOME-BASED LEARNING				
What key principles have guided your decision-making on what home learning will look like?		<ul style="list-style-type: none"> Not everyone has access to technology Impossible to provide a “one-size-fits-all” offer Some parents lack confidence or have difficult home environments or conflicting commitments. 		
<ul style="list-style-type: none"> We have selected resources that don’t rely on video teaching. The majority of activities can be done away from the computer, or sheets can be printed out to complete. We produce a weekly plan of “building block” categories which parents can use to structure a day’s work to suit their circumstances. There are a set of “revision and consolidation” blocks which include wellbeing and outdoor/creative work, and a set of 		Brief overview of home learning approaches and key resources used		

<p>more formal ma/eng/foundation blocks which follow a structured plan and have resources which can be printed and sent home.</p> <ul style="list-style-type: none"> As we are small we can ring parents regularly (once a week minimum) and offer personalised guidance about how to make best use of the plan, how to approach working with children and access the right resources. 	
What are the expectations on staff in terms of supporting pupils?	All staff make supporting resources (videos, pictures, text) to help parents use the weekly plan, and upload these onto Dojo. Give feedback to any work submitted. Ensure families are contacted and support given for individual circumstances. Prepare any additional resources needed, including for SEND. Post printed resources as required.
Very variable: from almost no school work (for various reasons – some doing brilliant alternatives) to those following the weekly plan to the letter. Everyone is somewhere on the continuum, and staff give individual help to try and ensure they are working as productively as possible in their circumstances.	What are the levels of engagement amongst pupils and how do you know?
How else are you supporting families who are not attending?	School closed Facebook group for staying in touch as a community; staff and parents encouraged to use. A supportive group has arisen – really nice.
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	8 children use us altogether. We have one group for all children. All staff (teachers and TAs) are on a rota, working in pairs. They have one week in school and two weeks at home.
We have been following children's interests and working with them as required; now moving to using the home learning weekly plan and resources, including the formal planned resources for maths and English.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	Support as required (not class teaching) for completing that day's set work – same support from teachers and TAs, although teachers have overall responsibility.
NOTABLE SUCCESSES / CHALLENGES	
Is there a strategy or approach you have tried that you feel particularly proud about?	
<p>The personalised contact has been valuable for keeping relationships going and helping families work productively in different circumstances. The majority are doing everything they can and some have reported that they feel more confident with home learning. The "Building block" approach has been good for engaging people as we can start small with them and work up.</p>	
<p>Giving some genuine help to struggling families as a result of staff passing on concerns in welfare calls.</p>	
Are there any particular problems you are facing with your learning approaches?	
<p>Challenges have been getting people to submit work for feedback: technology is often an issue. We use Class Dojo for submitting work: it is extremely simple to use but many give up quickly. A big thing to watch when thinking about use of an online learning platform for our families in the future.</p>	
<p>The personal contact is very time-consuming and accounts for quite a lot of workload, even with relatively small numbers.</p>	
<p>Printing and posting resources takes ages!</p>	

Live life to the Full. John 10:10

Small Rural Primary School						
Additional context: A Church of England Voluntary Aided School for children aged between 4 and 11 years.		NOR 72	No. of classes & class structure 3 classes (EYFS, Y1) (Y2 – Y3/4) (Y5/6)			
Number of vulnerable learners in / out of school: EHCP With social worker Other	<u>In</u> 1	<u>Out</u>	Staffing overview: 1 teaching HT (0.4) 2 FTE, 1 0.56FTE 3 TAs (of which, 1 HLTA)			
What strategies are you using to keep in touch with these pupils remaining at home?		Daily emails Daily work uploaded to website Weekly newsletter Regular communication with parents regarding work expectations from staff and HT (anything is good enough philosophy) Wednesday Wellbeing Zoom sessions with each class. (Any children not appearing on the zoom sessions are contacted by staff to check they're okay)				
How successful?		High engagement due to regular communication.				
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		Regular emails/contact with parents resources and work constantly reviewed and changed if needed.				
HOME-BASED LEARNING						
What key principles have guided your decision-making on what home learning will look like?		<ul style="list-style-type: none"> Very simple timetable format – same for each class Taking into account different family situations Being flexible Manageable workload for staff 				
<ul style="list-style-type: none"> A daily email with work and a timetable plus attachments is sent out at 8am (not the night before so parents don't become overloaded with content) Daily work is uploaded to the website on class pages for parents/children to access; all photographed work goes on the website in a class slide show Work includes a daily literacy and maths activity and one additional activity related to the weekly theme or outdoor PE activity All resources / hyperlinks are included to make it as straightforward as possible to follow There is regular communication with parents regarding work expectations from staff and HT (anything is good enough philosophy) Wednesday Wellbeing Zoom sessions with each class. (Any children not appearing on the zoom sessions are contacted by staff to check they're okay); the zoom sessions have a focus children are asked to bring things to help discussions and focus the talk. The Zoom session 				Brief overview of home learning approaches and key resources used		

<p>facilitate contact with peers and support the continued effort to keep the school community together</p> <ul style="list-style-type: none"> • Emails from parents are shared with all staff to aid communication across the team <p>Resources:</p> <p>Much of the work has been created by staff independently or they have modelled expectations, photographed them and added pictures into the daily timetable.</p> <p>Some of the websites being used include the Oak Academy, BBC Bitesize, Go Noodle and TT Rockstars.</p>	
<p>What are the expectations on staff in terms of supporting pupils?</p>	<ul style="list-style-type: none"> • BE KIND!!! • Regular communication with parents; prompt responses to emails – referred to HT where necessary. • Always to encourage and commend attempts at work (even if not of usual standard) • If tips for improvement are given (especially Y5/6- Class 3) then plan follow up work that enables children to demonstrate they've listened • Where parents are struggling, staff have phoned and had reassuring conversations. • Twice weekly staff meetings via zoom to ensure consistency and enable changes
<ul style="list-style-type: none"> • High level of engagement by pupils this is monitored through regular communication with parents • Pupils see each other in their class weekly if they come to the zoom sessions this helps to engage children • As work is uploaded it encourages others to send work into school and shows children their efforts are valued 	<p>What are the levels of engagement amongst pupils and how do you know?</p>
<p>How else are you supporting families who are not attending?</p>	<ul style="list-style-type: none"> • A parent has set up a "radio show" on a What's App group interviewing staff, other members of the community playing songs for members of the community. It helps to keep the school community together. • Weekly newsletter • Staff photo screenshot
SCHOOL-BASED LEARNING	
<p>How many pupils are typically attending the school and how is staffing organised?</p>	<p>I child in once a week for a morning. Class teachers are in, rotating support staff to support. HT also in as designated safeguarding lead.</p>
<ul style="list-style-type: none"> • Literacy activity / Maths activity / afternoon topic or outdoors or PE activity 	<p>Brief overview of school-based learning approaches and key resources used (including any online learning platform).</p>
<p>What are the expectations on staff in terms of supporting pupils?</p>	<ul style="list-style-type: none"> • Encourage, acknowledge effort made, in some instances suggest improvements but it's mostly about saying "well done!"
NOTABLE SUCCESSES / CHALLENGES	
<p>Is there a strategy or approach you have tried that you feel particularly proud about?</p>	
<ul style="list-style-type: none"> • Clear communication and the website making tasks easy to follow. • Reigning in expectations of staff in the early days and managing expectations of parents. 	
<p>Are there any particular problems you are facing with your learning approaches?</p>	
<ul style="list-style-type: none"> • Some parents struggle with children in 3 classes so we've started to adapt to having afternoon school themes –such as VE day. 	

The quality of communications is key.

Small Village Primary School						
Additional context A small school serving a range of villages, with half the students travelling by school transport.		NOR 73	No. of classes & class structure 3 classes (24/25 per class) R/Y1-2 Y2-4 (Y2 split) Y5-6			
Number of vulnerable learners in / out of school: EHCP With social worker Other	In 1 0 0	Out 1 0 0	Staffing overview: Staff on rota during current situation. Headteacher + 1 teacher, plus cooks/TAs etc. 15 pupils on Key list with between 1-6 attending as a mix of ages and families.			
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		Communication with families seen as key. These include: Regular emails Weekly written letters to parents Texts as required Facebook page for web links and weekly video assemblies. Direct communication via Teams				
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		Early communication with families to establish needs across all families. 1 laptop provided for family 1 family with limited access have regular phone calls and all school work printed and posted as a weekly pack				
HOME-BASED LEARNING						
What key principles have guided your decision-making on what home learning will look like?		Maintaining engagement with learning main focus for pupils. Keeping clear communications links open vitally important.				
School switched to Teams shortly before shutdown so use this as main platform for learning both in/out school. Paper versions are printed for those unable to access. 3 teaching staff set regular work via teams using a range of resources.		Brief overview of home learning approaches and key resources used				
What are the expectations on staff in terms of supporting pupils?		Staff were set clear expectations (shared with parents) of work to be set via teams. No work to be marked in a traditional sense, but individual feedback given to pupils via email, teams and 1-2-1 video chat Staff available during the day to feedback/help pupils in school via video chat etc.				
Teams allows pupil uptake to be measured. Currently 2/3 accessing work, with ½ total pupils engaging actively in work set.		What are the levels of engagement amongst pupils and how do you know?				

How else are you supporting families who are not attending?	Email and phone support for those families not attending
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	15 pupils are registered, with 4-5 attending on average. There is much variation in attendees, dependent on family circumstances.
A structure similar to that for home-based pupils using Teams. This does sometimes result in a pupil in school chatting via Teams with class teacher at home. Staff in school help to support and give structure to the day. Afternoons focussed around other activities, outside play, sport etc.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
NOTABLE SUCCESSES / CHALLENGES	
Is there a strategy or approach you have tried that you feel particularly proud about?	
Two areas stand out, namely the quality of communications across a range of formats and the way that staff have responded to the challenge of teaching in a new landscape.	
Are there any particular problems you are facing with your learning approaches?	
Assessing the amount and quality of pupil engagement is seen as a problem, with then finding ways to work with families struggling to engage. You cannot “make” a pupil work.	

Time to reflect, review and rethink our priorities!

Small Primary School				
Additional context: Community Primary School for pupils aged 4 to 11		NOR 94	No. of classes & class structure: 4 classes (Nursery/Reception) (Y1/2) (Y3/4) (Y5/6)	
Number of vulnerable learners in / out of school:		<u>In</u> 0 0 0	<u>Out</u> 0 0 0	Staffing overview: HT (4 fte teachers & support staff).
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		For pupils on the verge of being vulnerable we do: <ul style="list-style-type: none">• Weekly telephone calls• Regular email exchange• Weekly newsletter		
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		<ul style="list-style-type: none">• Bespoke work is provided where needed.		
HOME-BASED LEARNING				
What key principles have guided your decision-making on what home learning will look like?		<ul style="list-style-type: none">• Make it manageable• To ensure a balance of on line and physical/practical activities		
<ul style="list-style-type: none"> • A plan of activities is emailed to parents on a Friday ready for the following week; this includes phonics and English, maths and foundation subject or physical practical activities • Web links are used for some subjects as well as text books sent home when the school initially closed • Where possible staff are following the long term plans introducing new learning and consolidating and reviewing prior learning <p>Resources used include: White Rose Maths, BBC Bite size, on line phonics letters and sounds, Rising Stars and Pearson online books and CGP books</p>		<p>Brief overview of home learning approaches and key resources used</p>		
What are the expectations on staff in terms of supporting pupils?		<ul style="list-style-type: none"> • Staff are expected to set the learning tasks with web links and resources where needed and email these to parents • Feedback is not expected to be provided 		
<ul style="list-style-type: none"> • Levels of engagement are good • Positive feedback from parents • Staff are able to highlight children not accessing google classroom so this can be followed up with targeted communication 		<p>What are the levels of engagement amongst pupils and how do you know?</p>		

How else are you supporting families who are not attending?	<ul style="list-style-type: none"> Having a Facebook page enables wider lines of communication, pictures are posted and activities encouraged
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	1
The children at school are able to access their learning tasks.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
NOTABLE SUCCESSES / CHALLENGES	
Are there strategies or approaches you have tried that you feel particularly proud about? <ul style="list-style-type: none"> Moving to a hub to share staffing enabled greater focus on the children's needs 	
Are there any particular problems you are facing with your learning approaches? <ul style="list-style-type: none"> Emailing work means that parents sometimes have to print out activities especially if sharing computers; access to printers proved a difficulty for some families. 	

Checking in, not checking up!

Small C of E Village Primary School															
Additional context <ul style="list-style-type: none"> On the outskirts of a small coastal town serving a wide socio-economic community. Approximately 27% Free School Meal / 32% Pupil Premium Ofsted and SIAMS 'Good' (2019) 	NOR 100 + 15 Pre-School		No. of classes & class structure <ul style="list-style-type: none"> Pre School (2-4 year olds) 5 classes 												
Number of vulnerable learners in / out of school: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: right; padding-right: 10px;">EHCP</td> <td style="width: 10%; text-align: center; padding: 2px;">In</td> <td style="width: 10%; text-align: center; padding: 2px;">Out</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">With social worker</td> <td style="text-align: center; padding: 2px;">0</td> <td style="text-align: center; padding: 2px;">1</td> <td style="text-align: right; vertical-align: bottom; padding-top: 10px;"> Staffing overview: <ul style="list-style-type: none"> Headteacher (SENco/DSL) 5 FTE teachers 3 TAs (morning only), 5 EYFS TAs </td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">Other (including Key Worker)</td> <td style="text-align: center; padding: 2px;">3</td> <td style="text-align: center; padding: 2px;">19</td> <td></td> </tr> </table>	EHCP	In	Out		With social worker	0	1	Staffing overview: <ul style="list-style-type: none"> Headteacher (SENco/DSL) 5 FTE teachers 3 TAs (morning only), 5 EYFS TAs 	Other (including Key Worker)	3	19		In	Out	
EHCP	In	Out													
With social worker	0	1	Staffing overview: <ul style="list-style-type: none"> Headteacher (SENco/DSL) 5 FTE teachers 3 TAs (morning only), 5 EYFS TAs 												
Other (including Key Worker)	3	19													
<i>Numbers in school have varied week to week. We have also worked as a hub school for children from four other local schools. A number of vulnerable learners unable to attend due to medical conditions.</i>															
What strategies are you using to keep in touch with these pupils remaining at home? How successful?	<ul style="list-style-type: none"> Vision (<i>Working together to be happy; to flourish; to succeed</i>) drives every action. School population organised into three tiers of vulnerability prior to closure. Depending on the level of vulnerability, allocated staff make telephone contact either daily, twice weekly or weekly. This number is flexible, depending on need. Clear messages to families that all communication is checking in, not checking up. Families email the Headteacher daily to register the children as safe and well. Each day, this is around 92-95%. Any non-attendance is flagged with staff and addressed quickly. Register email acts as triage and any celebrations, support or concerns shared with staff and acted upon. School telephone number diverted to Headteacher's mobile. A daily newsletter email is sent from the HT to all families, staff and governors to communicate key messages or updates. Full school adoption of Tapestry learning journal to share learning, photographs, messages and videos, after successful use in Early Years. 99% of school active. 														
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?	<ul style="list-style-type: none"> At least weekly phone calls with families to review need. Engaging the services of additional agencies not already involved or providing respite. Wellbeing nurse and support employed by the school. 														
HOME-BASED LEARNING															
What key principles have guided your decision-making on what home learning will look like?	<ul style="list-style-type: none"> Highly collaborative approach to home learning, including staff planning. Clear communication and support to families throughout, recognising the individual needs of each family at school. 														
<ul style="list-style-type: none"> Clear stance of home learning agreed, shared and constantly reinforced with families: learning at home will be different, unique and special for every family. As such, we plan activities to enhance what families choose to do, not restrict it. Resources, such as exercise books and stationary provided to families. Resource chest outside school available for families to access. Contains essential items for families to continue replenishing their own supplies, e.g. additional stationary. The chest is also used to place particular resources requested by families for their own home learning tasks. Daily maths, English and wider curriculum task set by each teach and posted on "Home Learning" tab set up on website and Tapestry. Tapestry used for highly effective collaboration between families and school, including posting tasks, evidence of learning, messages and personalised activities for children. 	Brief overview of home learning approaches and key resources used														

<ul style="list-style-type: none"> Planned activities have a whole school theme, enabling families to work collaboratively at home on tasks such as timetabling and story writing, whilst focused on year group specific tasks Daily bedtime story posted on Tapestry. Teachers on a rota and read requests, as well as popular texts. 	
What are the expectations on staff in terms of supporting pupils?	<ul style="list-style-type: none"> Clear guidance given to staff on managing own wellbeing when working at home (including buddy another colleague) Weekly staff meetings on Zoom. Agenda responsive to need and discussions for planning. Feedback and communication between staff is respected, respectful and open. Staff plan daily tasks for writing, mathematics and wider curriculum and post these on Tapestry/school website each day. Feedback given during the day on Tapestry. Daily, weekly and twice weekly phone contact with families, including feedback to the Headteacher. Staff have one non-contact afternoon for PPA.
<ul style="list-style-type: none"> Engagement and feedback from emails and telephone conversations is strong. Daily contact from families. Tapestry reports are used to monitor engagement and on each day, around sixty families have logged on before 9am. Family feedback tells us that they are using tasks set by staff to support the planning and structure of each day. Families recognise that, as a school, we are focused on wellbeing and care just as much as home learning. 	What are the levels of engagement amongst pupils and how do you know?
How else are you supporting families who are not attending?	<ul style="list-style-type: none"> Weekend and holiday contact for most vulnerable families. Telephone conversations take place on an evening, if this suits families better. The school has maintained and strengthened a significant pastoral role for all families during the closure. To support families isolating, Tapestry accounts offered to other relatives, e.g. grandparents, to provide ongoing access and insight for families not able to see each other. Children from the local toddler groups added on Tapestry to support all village families. Daily emails from Headteacher used to respond to identified needs, e.g. online reading book requests.
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	<ul style="list-style-type: none"> School has remained closed for most of the closure, with just a few children attending when open. Staff from hub schools and our own lead school-based provision.
<ul style="list-style-type: none"> Plans for school-based learning have been fluid and responded to the needs of the individuals in provision each. The emphasis has been on calm and fun activities to offer reassurance and support for children in attendance. 	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	<ul style="list-style-type: none"> To support and offer reassurance to any children attending, particularly for those who have key worker parents.
NOTEABLE SUCCESSES / CHALLENGES	
Is there a strategy or approach you have tried that you feel particularly proud about?	
<ul style="list-style-type: none"> Establishing a robust plan for communication and support during the closure, due to early identification of need and allocation of families to staff before lockdown began. Communicating clearly the expectations and intent to families. No time was wasted from closing the gates on Friday and 'reopening' on Monday. Highly effective staff working, including clear and robust communication on a daily basis. Staff collaborate and support the decision making process, enabling ownership from the start. Staff buddy systems and informal 'group chats' support staff wellbeing. Family feedback "(the school) will not fail any child". It is important that families and staff know that everyone is valued, included and respected. Families report that they are excited and engaged in learning set. Relationships have been strengthened significantly. 	

One step at a time.

5 Class Village Primary School													
Additional context: C.E (VC) Primary School for pupils aged 4 to 11		NOR 121	No. of classes & class structure: 5 classes (EYFS/Y1) (Y1/2) (Y3/4) (Y4/5) (Y6)										
Number of vulnerable learners in / out of school:		<u>In</u>	<u>Out</u>	Staffing overview: HT (5 fte teachers & support staff).									
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Other	0	0											
What strategies are you using to keep in touch with these pupils remaining at home?		<ul style="list-style-type: none"> Weekly telephone calls Regular email exchange Weekly newsletter On line learning platform Google Classroom 											
How successful?		<ul style="list-style-type: none"> Google classroom was used prior to school closures and continues to be very successful. 											
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		<ul style="list-style-type: none"> Adapted activities where needed. EHCPs continuing 											
HOME-BASED LEARNING													
What key principles have guided your decision-making on what home learning will look like?		<ul style="list-style-type: none"> To ensure on line learning is accessible to all To provide simple straightforward resources To understand family circumstances will vary 											
<ul style="list-style-type: none"> Google Classroom is used across school 5 maths lessons, 1 reading and 1 writing activity is uploaded each week Access to online links is made as easy as possible <p>Resources used include: Literacy Shed, Phillip Webb, Oxford Owl, The Maths Factor, Bewerley Park Centre provided activities on Facebook, Royal Institute of Science, Future Learn, Key Stage History, The Royal Geographical Society, 3D Geography, The National Association of teachers of Religious Education, Grow Your mind, Duo Lingo, Little Kids Rock Once Upon a Picture and North Yorkshire Sport.</p>		Brief overview of home learning approaches and key resources used											
What are the expectations on staff in terms of supporting pupils?		<ul style="list-style-type: none"> Staff are expected to set the learning tasks with web links and resources where needed and upload these for children to access Some feedback for example in writing tasks is provided to children 											
<ul style="list-style-type: none"> Levels of engagement are good Positive feedback from parents 		What are the levels of engagement amongst pupils and how do you know?											

<ul style="list-style-type: none"> Staff are able to highlight children not accessing google classroom so this can be followed up with targeted communication 	
How else are you supporting families who are not attending?	<ul style="list-style-type: none"> The head teacher has written to all parents and children
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	2
The children at school are able to use the learning platform and access their learning tasks.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	Staff are on a rota and provide the same support to children attending school or at home.
NOTABLE SUCCESSES / CHALLENGES	
Are there strategies or approaches you have tried that you feel particularly proud about? <ul style="list-style-type: none"> Google classroom Regular communication with parents Creating a central shared area for resources 	
Are there any particular problems you are facing with your learning approaches? <ul style="list-style-type: none"> IT equipment has been a barrier but this has been resolved 	



Medium Sized Primary School in Semi-Rural Location.

Additional context Recently converted to an academy			NOR 134	No. of classes & class structure 6 EYFS, Year 1, Year 2, Year 3/4, Year 4/5, Year 6
Number of vulnerable learners in / out of school: EHCP With social worker Other			In 0 0 0	Out 4 1 20
Staffing overview: The majority of staff are working from home, completing CPD, communicating with families, preparing home learning resources. Several staff are absent or shielding due to being classed as vulnerable				
What strategies are you using to keep in touch with these children remaining at home? How successful?		Families RAG rated at the start of lock down red = vulnerable, amber = some concerns, green = no problems. Staff designated to different families each week. Staff must speak to parent and child and record interactions on Cpoms and tag all relevant members of staff. MOST SUCCESSFUL Weekly communication via telephone from a member of staff for families rated green. Twice weekly communication for amber rated families – one by either DSL or DDSL. Three/four times per week for those families rated red, communication online or via telephone, online learning with 2 adults plus parents, face to face support from a member of staff (social distancing). Email communication with parent's weekly, Seesaw communication with children daily. Regular visits by staff members for vulnerable families or those who we have had limited contact with. Headteacher phone calls to all families as regularly as possible. Next week - Letters home to children from teachers and their peers.		
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		Contact three times per week either through online meetings (parent&pupil/teacher&ta), phone calls or visits to children's homes (social distancing). MOST SUCCESSFUL Weekly Thrive lessons for children with SEMH concerns. MOST SUCCESSFUL Risk assessment for children with EHCPs Annual review completed online for children with EHCPs SENCo ringing families regularly to ensure IEP targets are supported through home learning.		
HOME-BASED LEARNING				
What key principles have guided your decision-making on what home learning will look like?		Ensuring children are happy, safe, active and have positive mental health and wellbeing has been a priority. Understanding parents' limitations with understanding, knowledge and ICT Good communication between home and school Support for parents delivering home-learning and mental wellbeing as and when required.		

<p>KS2 – Seesaw set daily, maths, reading, writing, other area. EYFS/KS1 – resources on school website including videos for phonics/math/reading Paper pack for those children with no ICT provision delivered/posted weekly White Rose Hub for maths used for maths, whole class texts for reading, letters and sounds for phonics, Bug club for additional reading books, Sumdog and TT Rockstars for maths, Nessy for dyslexia support in reading and writing.</p>		Brief overview of home learning approaches and key resources used		
What are the expectations on staff in terms of supporting children?	<p>Teachers to plan, prepare and respond to children's work on Seesaw daily for KS2. Those in EYFS and KS1 film videos and add resources to their class webpage. All staff to prepare paper copies for those children with no ICT provision.</p> <p>Teaching assistants to support with the above when appropriate.</p> <p>Teachers/teaching assistants support children with EHCPs, vulnerable children, children with SEMH and individual concerns raised via email from parents on a daily basis.</p>			
The majority of children have high engagement with home learning as shown in their completion of their work, conversations with children/families and additional work posted to staff. Some children are struggling to complete work, when this has happened a teacher has contacted the child each day for a week and supported them with completing their work, encouraged them to complete independently the following week and checked in twice through the week, then picked them back up the following week for further support where required.	What are the levels of engagement amongst children and how do you know?			
How else are you supporting families who are not attending?	<p>Some staff have shopped for essential items for vulnerable families where they have not been able to shop themselves.</p> <p>Working with the Healthy Child Team to support children/parents with mental health and wellbeing.</p> <p>Worked closely with CFS to support the child/family with a social worker.</p> <p>Staff have purchased resources for specific families/children to support with home learning.</p>			
SCHOOL-BASED LEARNING				
How many children are typically attending the school and how is staffing organised?	<p>0 – Headteacher has regularly reminded parents that school is open to children of key workers – no families have taken this up.</p>			
Not relevant at this time.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).			
What are the expectations on staff in terms of supporting children?	Not relevant at this time.			
NOTABLE SUCCESSES / CHALLENGES				
Is there a strategy or approach you have tried that you feel particularly proud about? 2:2 learning opportunities, all parents of these children have informed school about how valuable these sessions are in continuing structure and learning for children with additional needs.				
Are there any particular problems you are facing with your learning approaches? We want to organise social contact between children as several live far from others and have had limited contact with their friends. We would be interested to know how others have successfully and safely achieved this.				

Constant reassurance!

Medium-Sized Market Town Primary School						
Additional context:			NOR	No. of classes & class structure:		
C.E (VC) Primary School for pupils aged 4 to 11 18% pupil premium 14% EAL			151	5 classes (EYFS/Y1) (Y1/2) (Y2/3) (Y4/5) (Y5/6)		
Number of vulnerable learners in / out of school:	In	Out	Staffing overview:			
EHCP With social worker Other	0	3	HT, senior leader (5 fte teachers & support staff).			
	0	0				
	0	4				
What strategies are you using to keep in touch with these pupils remaining at home?	<ul style="list-style-type: none"> Weekly telephone calls with the families by SENCO Regular email exchange between families and class teachers Weekly newsletter On line learning platform DB Primary Very successful; staff can see monitor who is using the learning platform. 					
How successful?						
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?	<ul style="list-style-type: none"> Adapted planning for all SEND children where needed. EHCPs continuing 					
HOME-BASED LEARNING						
What key principles have guided your decision-making on what home learning will look like?	<ul style="list-style-type: none"> To ensure on line learning is accessible to all To provide simple straightforward resources To understand family circumstances will vary To ensure children have suitable equipment that supports learning 					
<ul style="list-style-type: none"> The learning platform DB Primary is used across school. Class and community pages have been established encouraging collaboration and communication in a safe environment with blogs, forums and emails Staff create a weekly set of home learning tasks which are uploaded at the weekend these usually consist of a maths, English/phonics and foundation subject activity; children are encouraged to listen to a story once a day Children/parents can upload work for staff to comment on On line reading books are allocated to ensure children have the correctly matched texts 			<p>Brief overview of home learning approaches and key resources used</p>			

<ul style="list-style-type: none"> Through the online community page collective worship resources and activities are provided <p>Resources The DB Primary platform has some resources others used include White Rose maths, First News, Brain Pop, National Geographic the Science Channel, ASE, Pobble, BBC Bitseize, Out of The Ark and the Diocesan resources 'William and Lucy' for collective worship.</p>	
What are the expectations on staff in terms of supporting pupils?	<ul style="list-style-type: none"> Staff are expected to prepare the learning tasks with web links and resources where needed Staff log onto the learning platform once a day to check and respond to emails Staff are not expected to mark work; they are expected to make comments to show they have seen or read the children's contributions once per week Once per week teachers write a short blog Staff allocate new reading books weekly from the Rising Stars online resources
<ul style="list-style-type: none"> Levels of engagement are high overall a recent survey also showed that 98% of parents are happy with the current amount and pitch of work provided. Positive feedback from parents. 	What are the levels of engagement amongst pupils and how do you know?
How else are you supporting families who are not attending?	<ul style="list-style-type: none"> A foundation governor is creating videos to support worship Through the community page children and staff are sharing celebrations continuing with fundraising projects
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	3
The children at school are able to use the learning platform and access their learning tasks.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	Staff are on a rota and provide the same support to children attending school or at home.
NOTABLE SUCCESSES / CHALLENGES	
Are there strategies or approaches you have tried that you feel particularly proud about? <ul style="list-style-type: none"> Learning packs and the regular communication with parents Constant reassurance 	
Are there any particular problems you are facing with your learning approaches? <ul style="list-style-type: none"> The engagement of EAL pupils is reducing as time passes; this may be because more functions of the learning platform are being utilised. To overcome this barrier a demonstration session is being held for this group of parents ensuring social distancing. 	

Loving, Laughing and Learning in the light of the Lord.

Small Town Primary School				
Additional context			NOR	No. of classes & class structure
Faith school with high percentage of EAL			169	7 classes
Number of vulnerable learners in / out of school:		In	Out	Staffing overview: The school has 7 classes but 2 classes have job share staffing so there is a total of 10 teaching staff including headteacher. 7 support staff work with KS1 classes and between KS2 classes providing support for identified learning needs.
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		<p>EHCP With social worker Other</p> <p>1 3 5</p>		
<p>We initially sent children home on the last day before lockdown with an exercise book and pens/pencils. We put ideas for home learning on our website including ideas for activities that did not require IT (20 things to do without a computer). We sent out weekly newsletters and texts to maintain contact and keep families informed. These were also put on the website where we created a new page specifically for this situation.</p> <p>We phoned vulnerable families weekly to keep in touch and have maintained all the above throughout the lockdown.</p> <p>Since Easter we have also taken on Seesaw as an online learning platform. This has provided an excellent way of communicating with families. We were already using Tapestry for EYFS so we continued with this for that class.</p> <p>We phoned every family who did not appear on either platform to support them in engaging either through technical support or encouragement. Those who chose not to were either sent paper work in the post or encouraged to continue to use the website materials. As a result, over 90% of families are now engaging. We have now started a programme of calling all those families who have not been contacted yet for any other reason to check on how they are managing.</p>				
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		<p>Individual packs of work were initially put together but now work can be differentiated and targeted specifically on Seesaw. We are also making sure that the breadth of material provided for the children allows for different ways of learning/ different strengths and individual needs. There is mixed take-up on this but we are still trying a variety of strategies to support SEND pupils. This is ongoing.</p>		
HOME-BASED LEARNING				
What key principles have guided your decision-making on what home learning will look like?		<p>Access to IT devices in the home. Number of children and adults sharing devices in the home. If an adult will be available to support the child. Parent's knowledge and ability to support.</p> <p>Each day a literacy, maths, topic/science/art task have been set with some classes also setting weekly PE and RE.</p> <p>Tasks have been chosen to consolidate learning already covered in school so that the gap between those who access and those who do</p>		

	not does not widen. It also gives children over learning opportunities in key areas. It will also enable the children to complete the tasks independently as far as possible so adults at home can work with other siblings or work from home. Extra challenges have also been included to extend those who are ready to move on and to give family challenges that everyone can get involved in.
Seesaw online learning platform -chosen for ease of use, variety of activities that can be sent home. Existing online resources – children are confident using them in school. Bug club, Timetable Rockstars, phonics play, Sumdog, diagnostic questions Where possible a video has been attached to maths activities to provide a recap for the children and parents. Literacy tasks have focussed on comprehension, spelling and grammar and writing using genres already covered. These skills have been chosen as these are the ones we find our children need more practise and we see dips after school holidays for some children. Key resources include white rose maths, Bugclub, BBC Bitesize, Twinkle.	Brief overview of home learning approaches and key resources used
What are the expectations on staff in terms of supporting pupils?	Staff set a minimum of a literacy and maths task each day plus an extension for those children working at or towards greater depth. Individual children have individual work set depending on individual additional needs. In addition, teacher set either one short task for each afternoon (or a longer task that will take the children multiple sessions to complete). These tasks focus on Topic/science/ RE/PE. The expectation is that these tasks will be sent to the class teacher on seesaw and they will be responded to with a comment or like. Whilst some teachers have made videos as part of this, it is not a requirement of staff and we have chosen not to offer live lessons or video chats at this time.
Engagement is very high – 90%+ children have accessed the online learning platform. Approximately 2/3 of these complete 2 tasks each day, with the remaining 1/3 choosing which activities to complete. Almost half of the school are completing every task every day. I know this because I can see the post count on Seesaw. It is very much determined by the weather- Good weather, not as many tasks are completed – but many children catch up on other days.	What are the levels of engagement amongst pupils and how do you know?
How else are you supporting families who are not attending?	All the work is downloadable from our website each week if families do not want to engage with Seesaw or do not have facilities for this. Specific children have been sent paper copies of work to do depending on particular circumstances. All vulnerable children have been contacted by telephone and this is being extended to all families. A well-being Wednesday activity is posted on the online learning platform to keep children's well being positive as well as a weekly fun challenge by the staff. Some classes have a daily challenge as part of their learning tasks that is either baking, drawing or outside based.

SCHOOL-BASED LEARNING				
How many pupils are typically attending the school and how is staffing organised?	We are currently seeing around 10/12 children in school each day. A staff timetable was established at the start of the term so that staff know when they will be in school. Each day there is 1 teacher and 1 TA for the children with either headteacher or deputy in school for the office/safeguarding. This allows all staff to have time to keep up to date with the online learning and have sufficient breaks.			
School – based learning is strongly linked to the home learning prepared by staff. Each day the children from whichever class will spend time on Seesaw to access the material set by their own teacher. The afternoon will be spent more on practical/ creative activities. Every day the children do a morning work- out in the school hall.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).			
What are the expectations on staff in terms of supporting pupils?	Teaching staff are expected to plan and upload the daily activities for home learning. They are also expected to respond to the children's submissions with a comment – sometimes this is to give encouragement but sometimes a longer response may be needed to give extra support. The platform allows for the parents to ask questions if they need extra help. A time limit has been encouraged to stop staff spending too long responding as this could become excessive if not monitored.			
NOTABLE SUCCESSES / CHALLENGES				
Is there a strategy or approach you have tried that you feel particularly proud about?				
We feel very proud of the whole set-up. We feel we have done everything we can to provide a variety of relevant, challenging but fun activities for the pupils. We have also done our best to ensure all pupils can access something by keeping the website updated alongside the learning platform and from the response, we do feel this has been largely successful. The staff have been very creative and the year 6 teacher has been brilliant in setting it all up and supporting staff and pupils through the initial hiccups.				
Are there any particular problems you are facing with your learning approaches?				
Our main concern is those few pupils who are not accessing the materials. Even though we have spoken over the phone with these families, it continues to be problematic as to how much learning is taking place for them. We know that the home environment for some families is not easy but it is also not possible for them to get to school as many of our families live quite a distance away. Also there may be underlying health issues preventing them accessing school. I certainly fear that whatever we do the gap for some families is going to widen during this lockdown making it even harder for them when they return.				

Keeping up a community momentum.

Medium Sized Primary School						
Additional context 30% Service children, 50% PP		NOR c 200	No. of classes & class structure One form entry (2 x Yr 3)			
Number of vulnerable learners in / out of school: EHCP With social worker Other	In 2 2 3-4	Out 3 5	Staffing overview: 10 teachers In school: 1x teacher, 1x TA and HT or DH (but varies by numbers)			
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		<p>Teachers are emailing and phoning and talking to parents, personalising work, taking questions from parents and offering reassurance and support.</p> <p>HT is personally talking to a number of parents with children with SEND (not just EHCP pupils) every few weeks, keeping in touch - supporting them and setting up a routine, that does include work but addresses wider concerns and issues, particularly all-round wellbeing and mental health.</p>				
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		<p>Weekly work set and available for each class isn't really majorly differentiated, but teachers set up class emails so pupils and parents can email and chat to teachers directly. This is really supporting (all) but particularly SEND pupils and parents/carers.</p>				
HOME-BASED LEARNING						
What key principles have guided your decision-making on what home learning will look like?		<p>Must be manageable and realistic Must be direct communication between teachers and parents (by email) Focus on consolidation and strengthening prior learning, rather than on new learning Trying to make materials as familiar to children as possible</p>				
<p>All pupils have a suggested timetable, to help them and their parents to structure their day.</p> <p>All materials can be used either on screen or printed off. (Some packs printed and delivered.)</p> <p>The range of materials we have provided works well as they are easily accessible for everyone and do not require the need for any difficult or complicated technology. All classes are being set a similar range of work, with a different daily maths and English task, spellings, reading and then something additional depending on the class.</p> <p>The tasks which the children are given include a range of creative writing opportunities, reading comprehensions, maths arithmetic calculations and problem solving activities.</p>			Brief overview of home learning approaches and key resources used			

All of the work is something which the children have been taught and introduced to in school so that no new concepts need to be taught at home. This will allow children to consolidate learning and avoid any misconceptions. All children from the same year group have the same activities but, as in school, the expectation of quality and quantity will be different depending on level of attainment. Teachers try to include examples and models to support LAPs but those children might not all be able to receive the same level of adult support as they would in school to better differentiate their learning.	
What are the expectations on staff in terms of supporting pupils?	All work set and sent to DH, who puts this on the website, for the week ahead Email checking on daily basis and communicating with pupils / parents
Reducing over time, but over 90% engagement	What are the levels of engagement amongst pupils and how do you know?
How else are you supporting families who are not attending?	Regular contact – reassuring communication.
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	Up to 10
Same work as children at home	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	
NOTABLE SUCCESSES / CHALLENGES	
Is there a strategy or approach you have tried that you feel particularly proud about?	
Communication with families – being there. Keeping up a community momentum, for when back in school.	
Are there any particular problems you are facing with your learning approaches?	
The greatest challenge is not being able to monitor how much each child in your class is completing and to what standard. Parents have the opportunity to email class teacher for support and to share work but not all parents have been in touch and therefore we cannot assess the positives and negatives that children might be facing with home learning.	

'Setting up Google for Education isn't a massive task. I'm happy to do some training videos to get people up and running with how to add/share content.' (Headteacher)

Large Town Junior School

Additional context		NOR	No. of classes & class structure
Small coastal town serving a wide socio-economic community, with approx. 40% pupil premium.		260	12 classes - 3 form entry
Number of vulnerable learners in / out of school: With social worker Other	in 0 3 2	out 6 3 >20	Staffing overview: HT + AHT 13xfte 8 x support including wellbeing TA
What strategies are you using to keep in touch with these pupils remaining at home? How successful?	<ul style="list-style-type: none"> - Extensive use of online platform (G-suite and Google Classroom) - Use of social media (Facebook) for communication with parents - <i>Star of the Week</i> is very popular - Calls made to all families with brief details recorded using the school's MIS (<i>ScholarPack</i>) 		
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?	<ul style="list-style-type: none"> - Reviews are carried out using video conferencing and screen sharing. This is facilitated by parents using the children's Chromebooks and <i>Google Meet</i>. - Weekly phone calls to SEND & vulnerable pupils. - TAs prepare phonics input using videos which children respond to using a range of online tools. 		
HOME-BASED LEARNING			
What key principles have guided your decision-making on what home learning will look like?	<ul style="list-style-type: none"> - Work is important but well-being more so; - Keeping routines going will be important for children's education AND their well-being; - Learning opportunities should be engaging and, through clear modelling, both consolidate previous learning and introduce some new content. 		
All children have their own Chromebook for both school and home use. Using <i>Google for Education</i> (which has been used as a school since 2014) teachers set work for pupils to complete online. These replicate more traditional classroom activities or, using a range of other online tools, can provide alternatives to the normal reliance on written response. <i>Padlet</i> , for example, is used to collect children's ideas and views as well as children's vlogs (uploading videos) e.g. Children's video postcards on <i>Why should people visit Whitby?</i> This really helps set engaging tasks that don't rely too heavily on written work. <i>Kahoot</i> is used as an engaging and fun quiz activity. Reading is maintained through use of <i>First News</i> (which we subscribe to) and online books	<p>Brief overview of home learning approaches and key resources used</p>		

(including <i>Oxford Owl</i>) including home-made online comprehension tasks. <i>Sumdog</i> , <i>Mathletics</i> and <i>TT Rockstars</i> are all used for interactive maths games and practice, and <i>Spelling City</i> , similarly provides interactive games for learning spelling rules.	
What are the expectations on staff in terms of supporting pupils?	Our teachers are online from 11am - 12pm every day to do marking and feedback / run Q&A sessions with their classes. We tend to use chat functions and screen sharing rather than cameras, although the teachers do lots of video input. Teachers set a literacy, numeracy and a 'topic' based lesson each day. Teachers are asked to record a short video to model the learning/expectation.
We've had a wonderful response to what we're doing - parents are really grateful. Work being done has been pretty positive. We've been calling those who don't do it to ask if there's a problem and the majority of those have a good reason which we can usually help to address. Teachers keep a record of each day's activities and record the level of engagement for each activity for each pupil. Teachers are doing video input and are also doing an hour a day of conferencing with pupils which is really helping to address any issues. We're also keeping things like <i>Stars of the Week</i> going and posting lots of this on social media which I think helps to maintain the momentum and helps parents to keep it going too.	What are the levels of engagement amongst pupils and how do you know?
How else are you supporting families who are not attending?	Use of <i>Class Dojo</i> provides a great communication tool between parents and teachers.
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	4-9
Literacy, numeracy and reading activities, set by the children's class teacher, are completed in the morning – just like the expectation for home learners. This is complimented by much more practical activities such as biking, gardening, art or baking in the afternoon.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	Staff still mark work and give appropriate feedback as required. Additionally, we expect staff to use their knowledge of the children's abilities and interests to plan appropriately pitched tasks.

NOTABLE SUCCESSES / CHALLENGES

Is there a strategy or approach you have tried that you feel particularly proud about?

The biggest success in how we have approached distance learning is probably the work and practice that went on before school closed. Teachers, parents and pupils were already very used to accessing online learning, using *Google Classroom* and making the most of online collaboration as part of their everyday teaching/learning. As a result, the switch has not been that great and we feel that we are still providing a high level of education to the children and support to the families. For example, we use **Irene** - our resident time traveling history resource! Videos of Irene (one of our teachers with a passion for dressing up) are recorded for children to use as input or stimulus for their work. We're studying Whitby at present so having Irene on hand is a great source of info. The teacher then sets work using Irene and a range of other sources for children to investigate and draw conclusions from.

Are there any particular problems you are facing with your learning approaches?

Lack of engagement from a small number of families who are also difficult to contact. This raises a safeguarding concern when we are unable to see children engaging with work and unable to contact parents too. This has led to us having to make welfare checks in some cases. As our approach has been very much centred around online resources, whilst the vast majority of families have Wi-Fi access, there are a very small number who are unable to access online content and providing a paper based alternative has been challenging as they are unable to access the modelling/input.

Virtual learning link with the local fire station

Very Large Town Primary School with Nursery					
Additional context 50% PP on average 33% EAL		NOR 352	No. of classes & class structure 2 classes per year group		
Number of vulnerable learners in / out of school:		In 1 5 4	Out 5 17 19	Staffing overview: Rota 3 members of staff per day over a 2 week period.	
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		<p>We contact vulnerable pupils 3x week (plus our own list of pupils that would benefit from a check in call) and contact their social workers 1x week.</p> <p>This has been successful and parents engaging in conversation about how they have managed during this time.</p> <p>When we have been unable to contact, inclusion manager has door knocked and checked in with families.</p> <p>We are also checking if we can support them in any way e.g. school resources, laptops, etc.</p>			
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		<p>SENDCo has used the given guidance to create risk assessments for each pupil with EHCP and some recognised by us a school and contacts these pupils and families once per week.</p> <p>Specific work has been given to support.</p> <p>SEND support and signposting contacts is also published on the website.</p>			
HOME-BASED LEARNING					
What key principles have guided your decision-making on what home learning will look like?		As a trust we wanted the home learning to be accessible to all and not rely on parents becoming teachers.			
We have included lots of web based learning that have been checked by the trust, and some specific learning tasks given by each year group teachers. Also attached to each individual learning sheets are 25 things to do which are for everyone to help keep the mind occupied and fill time.		Brief overview of home learning approaches and key resources used			
What are the expectations on staff in terms of supporting pupils?		Teachers are required to send me 4 learning activities for their year group learning sheet each week, which are then added to the website.			
Parents are becoming more engaged with school twitter account and some are uploading their work to that.			What are the levels of engagement amongst pupils and how do you know?		

How else are you supporting families who are not attending?	A staff member is doing a daily challenge which is posted to Twitter daily.
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	Up to 13 pupils each day. Fortnight rota, some staff 2 days per fortnight, some 1 day. First aider on site daily. 3 staff in school and 2 on standby + a member of SLT. Admin working 1 day per week if cannot access at home
Each day, new staff bring in an activity/learning to share with the pupils according to their skills and preferences. Gardening, creating, music, art etc.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
Children encouraged to use learning platforms like TT Rock Stars and spelling Shed each day in school, Joe wicks PE session or something similar.	
Local fire station is doing virtual learning via webcam of the station, engines, ladders and first aid.	
What are the expectations on staff in terms of supporting pupils?	Expectation of staff is to provide a secure, safe environment for pupils in school.
NOTABLE SUCCESSES / CHALLENGES	
Is there a strategy or approach you have tried that you feel particularly proud about?	
Virtual learning link with the local fire station. Learning provided to pupils is not asking too much of parents, and staff are not inundated with providing online tasks or marking.	
Are there any particular problems you are facing with your learning approaches?	
None	

CovidCam has worked extremely well.

Large Town Primary with Nursery						
Additional context High percentage of children from service families		NOR C 500	No. of classes & class structure 2/3 form entry 19 classes including nursery			
Number of vulnerable learners in / out of school: With social worker Other	In 1 4 Other	Out 8 4 8	Staffing overview:			
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		Seesaw app is working extremely well. This is used to share learning, communicate with parents and pupils and aid support. A Learning Mentor and an SEMH specialist work alongside 2 deputies making daily phone calls to vulnerable pupils on a rota basis. This is fairly successful although not all are fully engaged due to a variety of reasons.				
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		Both deputy heads lead on SEND. Regular communication with the teachers about expectations. Known pupils with area of concern are being contacted by Learning Mentor or deputy. Any feedback or concerns are then managed by the deputies and direct feedback to individual teachers takes place.				
HOME-BASED LEARNING						
What key principles have guided your decision-making on what home learning will look like?		<ul style="list-style-type: none"> Pressure on families and the current context. With over 370 Service Pupils, we are supporting a lot of families whose parents have been drawn into front line action. On top of that, we have a unit that has just deployed abroad for 6 months. This is added pressure. We started over fairly light touch – a range of activities that pupils could access. Since Easter, we are now using the Oak Academy learning. Phonics was a huge driver and all of the hard work we had put in around this was not to be wasted. All staff delivering phonics have recorded daily sessions that are on our YouTube channel and pupils/families are accessing these daily. They are also communicated via Seesaw. School community wise – HT records a daily CovidCam. This is a fun, light hearted way of keeping the community together. This has been a huge success as parents and pupils eagerly await it each day. Jokes, messages, clips and Shout outs are all on. This has also looked back at memorable moments from the school year and pupils/parents are sending messages to communicate with friends and teachers etc. 				
We started over fairly light touch – a range of activities that pupils could access. Since Easter, we are now using the Oak Academy learning, mixed with our own materials connected to what pupils were already doing. Year groups teams working on own programmes.			Brief overview of home learning approaches and key resources used			
What are the expectations on staff in terms of supporting pupils?		Monitor any non-engagement. Communication through CPOMS. Discussion with deputy heads. Learning Mentor/select TAs who work with individuals are calling through secure phone channels.				

	Senior Leaders are also picking up particular families based on existing good relationships.			
High. Seesaw is working really well. If a child has not been on then this is followed up. We have those who are on all the time, and some who are not, but evidence of learning through seesaw is great.	What are the levels of engagement amongst pupils and how do you know?			
How else are you supporting families who are not attending?	Work packs if they cannot access technology. Direct phone calls and aided learning YouTube for phonics			
SCHOOL-BASED LEARNING				
How many pupils are typically attending the school and how is staffing organised?	<p>15-20. This is rising as more front line MOD staff are being pulled in to action. From next week, we will move in to the early 20s.</p> <p>A morning is very structured around the online learning. 4 staff on duty each day. Pupils are supported to connect with the learning via Seesaw (in school) and they will then undertake the daily activities.</p> <p>Afternoons are more creative but have a set theme. E.g. this week is wizardry and witchcraft, along with growing and planting. The pupils are learning about potions and making them. Planting in the allotment etc.</p> <p>Next week is a focus on 'Under the sea'.</p> <p>Each day, we create images and place them on our 'rainbow board' in the school hall. This is used as a way of tracking what has gone on for the new staff coming in the next day but also connects the pupils in school.</p>			
It fits with everything the others are doing. Seesaw – all logins are available in school. Staff working in school direct the pupils and can be on hand to support. We tend to split more KS1/KS2 on a morning to support this and have spread the staff accordingly. Theme approach on the afternoon to hook pupils in.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).			
What are the expectations on staff in terms of supporting pupils?	<p>Staff work in teams so they can spread out the load a little. TAs comment and feedback on pupils' learning through Seesaw. This was not in place at the start as they were not signed up and were missing out. This has really helped.</p> <p>The planning is through Oak Academy. We are using a lot of their resources along with some additional theme work that can be selected by the team.</p> <p>A number of year groups are continuing with any theme they may have been working on/were moving on to.</p> <p>Staff have been asked to record weekly any pupils they are not hearing from. This can then be followed up by the teacher (through a call), the deputies if more worrying, or Learning Mentor.</p> <p>Feedback should be in the form of a message on the Seesaw app. This can be written or recorded.</p>			
NOTABLE SUCCESSES / CHALLENGES				
Is there a strategy or approach you have tried that you feel particularly proud about? CovidCam has worked extremely well. This has allowed for the community to stay connected. Parents and pupils are desperate to watch it each day. It is fun and light hearted. This has been done on purpose as we need to ease some of the pressure and remind them that they are pupils who can have fun etc. In is a continuation of a whole school priority that we were working on around praise hence the 'shout outs'. But this has now extended as parents and teachers are getting them as well!				
Are there any particular problems you are facing with your learning approaches? Technology and the sharing of it. We have a number of large families e.g. 4/5/6 children in a household. This has created added pressures around the technology. To overcome this, we have loaned out a number of iPads and laptops to those who are really requiring it. The fact that we cannot connect with all families. Some are much better than others. Some really struggle to understand what is needed etc.				

FEDERATIONS

Maintain a broad curriculum

Federation of Two Small Schools, Rural

Additional context: Federation of two schools, rural, large catchment, low population density		NOR 80	No. of classes & class structure 4 classes: EY (including nursery), KS1, Lower KS2, Upper KS2
Number of vulnerable learners in / out of school: EHCP:2 With social worker:2 Other:1 Note that there's some crossover between these groups		<u>In / out</u> 3 in – part time 1 pupil with EHCP at home	Staffing overview: <ul style="list-style-type: none"> • We have a high proportion of vulnerable staff. • We've been emailing work on a daily basis since schools closed. • Pupils that are in school complete the home learning tasks set by teachers. • We tend to use our teaching assistants (including HLTAAs) to support these pupils in school, freeing up teachers to plan work and respond to communication from families.
What strategies are you using to keep in touch with these pupils remaining at home? How successful?			<ul style="list-style-type: none"> • Prior to school closure we collected a family email address for each pupil. These are used daily to send work. • Our home learning arrangements don't make much provision for formal feedback. However, we've had a lot of success by inviting families to send in examples of work. We've expanded this since Easter, using this teacher - parent - pupil communication as an opportunity for praise, encouragement and recognition, along with a little guidance and any next steps, as appropriate. • Class teachers phone all parents and pupils (calls with pupils completed on speakerphone with parent present). • If pupils / parents need help with work, they can contact school for support. • We complete weekly (or more regular) welfare calls for vulnerable families. • We've provided laptops for pupils with limited IT.
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?			<ul style="list-style-type: none"> • Pupils are in school, if appropriate. • We contact parents of pupils with EHCPs on a weekly basis to review provision. We are offering annual reviews via video conference. • Our SENCO has contacted parents of all SEND pupils to offer additional support and to review provision. • In school we use a lot of self-differentiation where pupils identify the right level of challenge for themselves – with a bit of guidance from a teacher at times. We've used this approach with home learning too. For example, some lessons include confidence builder, medium strength and challenge tasks. Pupils with SEND are able to access the confidence builder tasks (and sometimes progress much further). Some teachers have emailed different work to different pupils as a way to differentiate at times too.
HOME-BASED LEARNING			
What key principles have guided your decision-making on what home learning will look like?			<ul style="list-style-type: none"> • Daily updates – to keep pupils engaged, offer structure and to provide manageable and achievable steps • Maintain a broad curriculum – we've used our school timetable to ensure coverage, including PSHE • Continue to offer progressive learning • Use a mixture of short, closed tasks and more open ended, low threshold high ceiling work.

Before lockdown we collected a family email address for all pupils. We've been using these to send work on a daily basis since schools closed.	Brief overview of home learning approaches and key resources used
We follow the timetable for each class to maintain routine and to ensure curriculum coverage. We use a range of resources when preparing the activities for each lesson, similar to those used in the classroom during normal operation, although we often end up creating our own too.	
What are the expectations on staff in terms of supporting pupils?	We've tried to free up teachers to plan home learning tasks, encouraging them to invest most of their efforts in preparing these resources as well as they can. We've encouraged families to send work back to their teachers and this has expanded in recent weeks, generating a lot of positive communication between school and home. It provides an opportunity for praise, encouragement and recognition, along with a little guidance and any next steps, as appropriate. Teacher time is used fully on planning work and communication with families.
The vast majority of pupils are completing the work that has been set by teachers.	What are the levels of engagement amongst pupils and how do you know?
We are monitoring the work completed by each pupil through a few mechanisms: <ul style="list-style-type: none">• Work received from families• Discussion with parents and pupils• Monitoring platforms like Mathletics – where we can check pupils' task completion for set work We realise that there is a small group of pupils that are not accessing or completing that much work. Going forward, provision for this group is a big priority.	
How else are you supporting families who are not attending?	<ul style="list-style-type: none">• We continued to provide our school newsletter and share work on our school blog to maintain a sense of a learning community.• We provided daily ideas for the Easter holiday, shared on the school blog.• We offer free stationery to all families, delivered to their homes.• We've provided laptops for pupils with limited IT.
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	Approximately 5% of pupils on roll attend school. We tend to use our teaching assistants (including HLTA) to support these pupils in school, freeing up teachers to plan work and respond to communication from families. There is a teacher on site each day.
Pupils that are in school complete the home learning tasks set by teachers, supported by teaching assistants.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	Staff support pupils as required, while following guidance on social distancing in school.
NOTABLE SUCCESSES / CHALLENGES	
Is there a strategy or approach you have tried that you feel particularly proud about? The arrangements noted above have been offered since the first days of school closure. The staff team has provided continuity of provision – in the form of daily lessons – that has helped most pupils to carry on their learning in some form during this time. I'm cautious about sharing any of this as good practice – it's just our solution that's working for now.	
Are there any particular problems you are facing with your learning approaches?	
We realise that there is a small group of pupils that are not accessing or completing that much work. Going forward, provision for this group is a big priority.	

Weekly staff meetings on Skype are key for consistency of approach and for safeguarding.

Rural Small School Federation with Nursery Provision (3-11)						
Additional context: Two small federated primary schools with 46 and 44 on roll.		NOR	No. of classes & class structure: 44 School A - 3 classes: EYFS / KS1 / KS2 46 School B - 2 classes: EYFS KS1 / KS2			
Number of vulnerable learners in / out of school: EHCP With social worker Other	<u>In</u> 0 0 0	<u>Out</u> 3 0 8	Staffing overview: EHT, Assistant HT (0.5 teaching commitment), 5 fte teacher & support staff.			
What strategies are you using to keep in touch with these pupils remaining at home?	Email – some everyday (recorded on a spreadsheet); Phone calls when there are concerns; Video stories and activities for home learning, including for SEND pupils by named teaching assistants; Photo and video competitions; Weekly newsletter providing reassurance (and competitions).					
How successful?	Very successful – some vulnerable children have had email accounts set up for direct communication with staff.					
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?	Additional individual planning for all SEND children based on their plans e.g. colourful semantics for a child learning to speak. More frequent communication. Parents contacted about undertaking annual reviews over Skype.					
HOME-BASED LEARNING						
What key principles have guided your decision-making on what home learning will look like?	<ul style="list-style-type: none"> - Splitting tasks across the Federation team, so utilising excellent teamwork; - Regular discussion with parents / governors for feedback on how things are going; - Children's need for routine; - Accounting for differing family situations – flexibility; - Manageable workload for staff; - Moving learning forwards. 					
Reception / Nursery	<ul style="list-style-type: none"> - Differentiated play-based learning grids, one for each phase of EYFS, covering all areas of learning. Very positive feedback. Some are linked to long-term planning themes or a class book. 					
Y1 - 6	<ul style="list-style-type: none"> - PowerPoint session examples for parents and children to explain new content; 					
	Brief overview of home learning approaches and key resources used					

<ul style="list-style-type: none"> - Daily maths and English activities planned to meet children's needs – varied between projects and daily activities (designed by staff); - Daily phonics sessions using <i>Letters & Sounds</i> Government produced teaching videos; - Homework choice grid covering foundation subjects to dip in and out of. <p><i>Times Tables Rockstars / Bug club</i> (reading scheme with online books) / spelling activities set.</p> <p>A list of suggested websites to dip in and out of</p> <p>Video stories by class teacher / 1-1 for some SEND.</p>	
What are the expectations on staff in terms of supporting pupils?	<ul style="list-style-type: none"> - Weekly phone calls to each parent (more where there are concerns); - Feedback to work sent in, with a few tips - this has been built up over time in discussion with teachers to ensure balance of work; - Workload in terms of planning is shared by maths / English / foundation activities across the staff team.
<ul style="list-style-type: none"> - Level of engagement is high overall but at very differing levels (weekly spreadsheet of contact of families and of home learning is kept); - All children are engaging in something; - Generally positive feedback from parents. 	What are the levels of engagement amongst pupils and how do you know?
How else are you supporting families who are not attending?	<ul style="list-style-type: none"> - Fun photo and video competitions have worked really well to keep communications going with HT - Weekly newsletter - Constant reassurance that we understand differing situations and to do what they can
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	0 at present.
When one child attended he completed the same learning as was sent for children at home.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	Rota :1 week on / two weeks off, when needed.
NOTABLE SUCCESSES / CHALLENGES	
Are there strategies or approaches you have tried that you feel particularly proud about?	
<ul style="list-style-type: none"> - Reassurance of parents; - SEND provision; - EYFS learning which is shared with a number of schools. 	
Are there any particular problems you are facing with your learning approaches?	
<ul style="list-style-type: none"> - In week 6 of lockdown, a number of parents became a little overwhelmed by the length of time schools were shut and needed much reassurance. 	

Forming our own hub has helped.

Rural Primary Schools, 3-11 provision			
Additional context: Three school federation, all within a 10-minute drive from the central hub school. Executive headteacher for all three schools and a head of school at each school.	NOR School A – 60 School B – 58 School C - 81		No. of classes & class structure School A: Class 1- R, 1, 2 Class 2 – Year 3/4 Class 3 – Year 5/6 Schools B & C: Class 1 – N, R, 1 Class 2 – Year 2,3,4 Class 3 – Year 5/6
Number of vulnerable learners in / out of school: EHCP With social worker Other	In 0 3 2	Out 4 5 14	Staffing overview: All staff redirected to one school as the childcare hub school. The other two schools are closed. Teachers x 14, TA's x 14
What strategies are you using to keep in touch with these pupils remaining at home? How successful?	Regular phone calls, email, Seesaw (online learning app) Very successful, particularly the parent communication email on seesaw. Parents also feel confident to make contact rather than wait where they have queries – positive two-way communication.		
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?	Personalised learning on Seesaw, SENCO catch up calls, EHCP reviews on skype. Paper copies of learning dropped off to pupils who need it. Emotional support /coping strategies emailed for those who need it. ELSA intervention sessions offered via Skype. Regular contact to ensure awareness of any changes in situation (including medication/ medical support.)		
HOME-BASED LEARNING			
What key principles have guided your decision-making on what home learning will look like?	Ease of accessibility and communication. Manageable learning, respecting the guidance of no more than 1-1.5 hours a day for younger children and 3 hours for ks2 children.		
Seesaw learning app, Twinkl, White Rose Maths, practical learning, questions from staff, picture prompts, guided reading texts and questions, STEM science challenges, BBC Bitesize – parents have said that they like the range and the scope of work provided.	Brief overview of home learning approaches and key resources used		
What are the expectations on staff in terms of supporting pupils?	They are expected to plan and mark learning online and feedback to pupils, supporting to unpick misconceptions and contact them to move learning forward.		
We know because Seesaw allows us to see who engages and who doesn't. Levels are high, roughly 75% and above. For pupils who did not have laptops, we have given them from school on loan, and children who have chosen to receive paper copies are also engaging well. Children are engaged and motivated to learn. Teachers consistently monitor the	What are the levels of engagement amongst pupils and how do you know?		

engagement of their learners and tweak the learning activities set accordingly. Older pupils give feedback on the activities they have enjoyed most. Regular contact with families with guidance and support.				
How else are you supporting families who are not attending?	Paper copies of learning delivered, school meals delivered to vulnerable pupils, mental health services such as ELSA and compass buzz being offered using skype. Newsletters to keep families up to date. Regular check ins for all. We've found that prompt correspondence, even if it is just a 'holding letter' is useful to keep parents and staff calm, offering a clear communication timeline. Head of School and Admin work from school once per week, in the morning, to enable parents to call with any concerns or queries they have. This has worked well as a support mechanism.			
SCHOOL-BASED LEARNING				
How many pupils are typically attending the school and how is staffing organised?	11. Based in one classroom, 3 adults on for a week 9.00am-3.30pm. Then 5 weeks working from home. School cook still working and the 3 federation cooks work one week in 3. Breakfast club staff continue 7.30am-9.00am and the headteacher covers afterschool club each day. Cleaning done by all staff and a morning deep clean carried out by breakfast club staff. Cleaner does a deep clean every 3 weeks. All admin work from home and check mail at school once a week.			
Same as home. We are respectful of our child care remit and parents who are at home have been told that this is what we are doing. We are supporting Seesaw learning.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).			
What are the expectations on staff in terms of supporting pupils?	An hour a day with pupils responding to Seesaw activities set. Each team delivers different activities to meet needs – well-being, cookery, life skills, exploratory play etc...			
NOTABLE SUCCESSES / CHALLENGES				
Is there a strategy or approach you have tried that you feel particularly proud about?				
<ol style="list-style-type: none"> 1. Immediate communication with parents following a government update. 2. Online learning – we will never revert to regular paper based homework. 3. Closing 3 schools and operating out of one hub school. This has allowed for us to combine staff at a central location, operating a rota system. 4. The 1 week on, 5 weeks off rota. This has allowed for quality provision using Seesaw and has ensured that we can support staff to take the 2-week quarantine if they displayed corona symptoms. Staff have been well supported to stay at home and stay safe. 5. Providing work for pupils without internet access has been challenging. We have dropped off paper copies. This has been achievable for us but if we were in a larger school, this may have presented more problems. 6. We have provided activities for the children and we have also shared video learning and given feedback to support them but I still feel that we are not 'teaching'. I would be interested to look at a classroom video app. 				
Are there any particular problems you are facing with your learning approaches?				
Resources for those who require a practical approach. We also have to spend a lot of time teaching parents key concepts in order to then teach these to pupils. This is one of our key issues and it has reinforced that teaching cannot be done 'by anyone', it is a skill, hence the need to look into different options to capture teaching and learning.				

Do the right thing!

2 Form Entry Infants & Junior School with Nursery

Additional context	NOR	No. of classes & class structure
The schools are Federated. The school has increased mobility due to service children forming a significant make-up of the school	Nursery & Infant -203 Junior – 240 All - 443	1 nursery class 2 form entry from YR – Y6 Split site school
What strategies are you using to keep in touch with these pupils remaining at home? How successful?	<ul style="list-style-type: none"> • Daily home learning plans added the website with daily thought, prayers and songs. • Learning is an extension of normal school ways of working so is familiar and accessible to children • Mixture of screen and non-screen activities • Children can share learning everyday which is added to learning galleries every day for themselves and friends to see • Additional vulnerable children were identified prior to closure and inclusion team have been doing welfare calls to these families every week / daily if needed. • Where teachers are not receiving home learning from children, they are undertaking welfare calls and talking to parents and children together. 	
What systems are being employed to ensure ‘reasonable endeavours’ are being made to fulfil your statutory duties over SEND?	<ul style="list-style-type: none"> • Ensuring that welfare calls are being undertaken regularly. Talking parents through how to adapt learning. • Providing learning which encompasses all subjects in the curriculum. • Using existing online resources which were already adapted for their needs. • Providing wellbeing resources and support to help those with SEMH. • Having a consistent, routine based approach to learning to help parents provide structure and routine to the day. • Continuing to undertake SEND reviews virtually • Continuing to provide information regarding EHCP process. 	
HOME-BASED LEARNING		
What key principles have guided your decision-making on what home learning will look like?	<p>We have been guided by the belief that a school should be the centre of their community and that at this time, children and families need to know and understand that we are there for them and we will do everything we can to help them. This guided our decision to:</p> <ul style="list-style-type: none"> • Add the home learning to the website on a daily basis. • Every day add a thought, prayer and songs for day to the website. • Make learning personal to us – the children are continuing to learn about the same topics and units as they would have done in school. • Make it familiar to the children – using existing resources, platforms and approaches that they were used to. • Provide a year group email address for photos of work and videos to be sent in daily. • All photos and videos shared by children are added to the learning galleries on a daily basis so that children can see their friends and what each other has been doing. • Consistency for all year groups including nursery – the sheet looks the same so for parents with more than one child it has a familiar look. • Community videos of people saying hello to the children are added to the website. • We have provided a significant number of chrome books to families who didn't have any or enough IT equipment. 	

See above for approaches – resources include and are not limited to <i>reading eggs</i> , <i>reading plus</i> , <i>mymaths</i> , <i>white rose</i> , <i>purple mash</i> , <i>teams</i> , <i>curriculum visions</i> , <i>talk for writing</i> , <i>prospectus</i> , <i>duolingo</i> , <i>charanga</i> , <i>LbQ</i> .		Brief overview of home learning approaches and key resources used		
What are the expectations on staff in terms of supporting pupils?	Staff set learning on a daily basis and adapt according to need. Follow up questions and queries from parents and children, calling any children who may not have been completing learning to check they are ok. Do additional welfare calls. Keep it creative – none of our learning is required to printed out.			
Staff are keeping daily registers of children accessing online platforms and emailing photos/videos in. The latest survey has 90% of children completing home learning very regularly or daily.	What are the levels of engagement amongst pupils and how do you know?			
How else are you supporting families who are not attending?	Just B councillor is continuing to work with those on their list. For military families who may need something different, we are contacting our service pupil's champion. Some families are receiving daily phone calls. Wellbeing page on the website includes affordable recipes We provided supermarket vouchers for FSM children. We have now moved to government system. Providing IT hardware – we've given out a lot of chrome books.			
SCHOOL-BASED LEARNING				
How many pupils are typically attending the school and how is staffing organised?	We have between 8 and 21 children in school. Staff are in teams of 3 who work for the full week in school to provide consistency for the children and reduce infection risk amongst staff. In addition, at least 1 member of SLT is also working in school and is DSL. This routine continued through Easter, bank holiday and will continue through half term. Holidays for staff have been provided on alternative weeks.			
Due to the effective nature of the home learning which mirrors the existing curriculum, the children in school do the same as those at home.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).			
What are the expectations on staff in terms of supporting pupils?	Looking after them, making them feel happy and comfortable, joining in with their learning with them, playtime / lunchtime duties.			
NOTABLE SUCCESSES / CHALLENGES				
Is there a strategy or approach you have tried that you feel particularly proud about?				
<ul style="list-style-type: none"> • We have been consistent with our approaches as a school and this has been highly effective. • Having daily contact with our families, albeit via the website has been really well received and appreciated by families. Many are saying they start the day with the collective worship elements and then look at the learning together so they can plan their day. Welfare calls have also been really well received by parents who appreciate knowing that we are aware of them and their circumstances. • We believe that accountability to the public purse is essential and as such all staff, including midday supervisors, administrators, TAs and teachers are engaged in active and certificated on line and home learning. This supplements their hours, improves their practice and skill set whilst also contributing to the federation's improvement strategy. 				
Are there any particular problems you are facing with your learning approaches?				
<ul style="list-style-type: none"> • Reaching some of the resistant 10% • Providing technology to families which will ultimately cost the school for replacements when budgets are squeezed. • We are concerned that as an innovative federation who use IT systems for efficiency and effectiveness we will miss out on funding going forward as we have already invested. 				

SECONDARY SCHOOLS

Google Classrooms is seen as a strength.

Very Small Rural Secondary with Sixth-Form						
Additional context Rural school with the majority of pupils using school transport. Variable internet availability		NOR 382	No. of classes & class structure Small sixth-form			
Number of vulnerable learners in / out of school: With social worker Other	In 1 2	Out 28	Staffing overview: Rota of staff: 1 SLT 4 teachers/day based on a 2-week rota. FSM provision by school catering 1/week (delivered)			
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		Google classrooms Weekly email HT 24/7 mobile contact Paper based delivery to families off internet				
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		Approx. 15% pupils no internet so paper based work delivered by school. Laptops loaned where needed from school stock. SENCO weekly contact with SEND families; daily contact with those with social worker (and social worker)				
HOME-BASED LEARNING						
What key principles have guided your decision-making on what home learning will look like?		Maintaining engagement in learning prioritised over new learning. Home learning rolled out to Y10 initially, now across all years.				
Based on Google Classrooms in normal school timetable CGP GCSE revision guides delivered to all Y9-10 (may roll this out to all other years if persists)			Brief overview of home learning approaches and key resources used			
What are the expectations on staff in terms of supporting pupils?		Setting lessons on Google Classrooms for own classes. Weekly staff meeting via Google Meet (recorded) Feedback on tasks given by class teachers. 1 day in school per 2 weeks				
Google classrooms registers reviewed by SLT to identify engagement. Currently 85% take up			What are the levels of engagement amongst pupils and how do you know?			
How else are you supporting families who are not attending?		Deliveries direct to families of materials if needed. This includes meal packages produced by school catering.				
SCHOOL-BASED LEARNING						
How many pupils are typically attending the school and how is staffing organised?		3 pupils maximum 16 key worker families (over 14yrs) 28 vulnerable families (majority shielding)				

Supervised structure using Google Classrooms as per home learning. Additional outdoor time during the day.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	1 day in school per 2 weeks Staff also engaged in CPD/curriculum development
NOTABLE SUCCESSES / CHALLENGES	
Is there a strategy or approach you have tried that you feel particularly proud about?	
<p>The use of Google Classrooms is seen as a strength, both for the teaching possibilities and for upskilling staff for the future. The role played by staff stepping up to ensure that all students are able to access as much learning interaction as possible was clear.</p>	
Are there any particular problems you are facing with your learning approaches?	
<p>Few real problems were seen, as content could be regained as long as engagement could be maintained. Future worries concerning practical subjects was growing though.</p>	

Attempting to deliver normality

Medium-Sized, 11-18 Secondary School									
Additional context Market town		NOR 854	No. of classes & class structure 5-6 forms in each year						
Number of vulnerable learners in / out of school: EHCP With social worker Other	In 5	Out	Staffing overview:						
What strategies are you using to keep in touch with these pupils remaining at home? How successful?		Non-teaching pastoral staff making calls Regular meetings to discuss individuals and to monitor any issues							
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?		Head of inclusion sends advice and information out to all teaching staff Teachers working with usual classes, so very aware of role within first wave provision – bespoke provision, as would be normally, as far as is possible when not in same room. TAs see materials in advance and can create differentiated resources for SEND pupils.							
HOME-BASED LEARNING									
What key principles have guided your decision-making on what home learning will look like?	The school is 7 years in to a 1:1 iPad for learning scheme, and this is embedded to a level that has enabled the school to make a quick switch to highly effective remote learning. Aim to mimic, as far as possible, the rhythms and routines of school; routine is helpful and reassuring in a crisis.								
All students know they have to get up at 8.45am and register for lesson 1. Students follow their normal timetable every day, registering for every lesson. Staff providing 15 minutes of input at start of every lesson – either video or audio podcast, or PowerPoint or information/worksheet with instructions – via Showbie. Students go through teacher input and then complete task or questions set and submit finished work back via Showbie. Class discussion enabled to answer questions. All work to be done by 7pm that day. Staff then go onto Bromcom (our MIS) and complete assessment sheets for their classes listing any incomplete work, any good work and any excellent work. To be done by 11pm. 11.30pm – automated email from Bromcom goes out to parents informing them of any work not done and sending congratulatory e-				Brief overview of home learning approaches and key resources used					

<p>certificates for good or excellent work. Parents know that this is not for them to check at this time of night but it will be there for them in the morning. If their child has anything missing they have up to 7pm that next day to catch up.</p> <p>We are also running weekly inspire challenges with cash prizes and certificates to encourage students to go beyond the curriculum.</p>				
What are the expectations on staff in terms of supporting pupils?	<p>See 'overview'</p> <p>Fantastic good will from staff.</p> <p>It's understood that some lessons will not happen because staff simply not available to create them – no cover system.</p>			
c. 90% daily engagement Core group of 5% doing very little	What are the levels of engagement amongst pupils and how do you know?			
How else are you supporting families who are not attending?				
SCHOOL-BASED LEARNING				
How many pupils are typically attending the school and how is staffing organised?				
Exactly the same as at home.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).			
What are the expectations on staff in terms of supporting pupils?	Exactly the same as for home learning.			
NOTABLE SUCCESSES / CHALLENGES				
Is there a strategy or approach you have tried that you feel particularly proud about? Routine and attempt to deliver normality and to carry on with the curriculum				
Are there any particular problems you are facing with your learning approaches? N/A				

Embracing diversity, unlocking potential, inspiring learning.

Large Town, 11-16, Secondary School				
Additional context Many students live in neighbouring villages; relatively high deprivation in the town		NOR 1167	No. of classes & class structure 8 form per year group; 9 groups for most subjects; mixed prior attainment teaching in most subjects	
Number of vulnerable learners in / out of school: EHCP With social worker Other	In 1 4 0	Out ? 12 -	Staffing overview: 2 teachers for 3 days then different 2 teachers for next 2 days; accompanied by 1 SLT, 1 admin, 2 caterers, 2 site team and 3 cleaners (all on a rota). Pupil numbers increasing so will need to add staff members	
What strategies are you using to keep in touch with these pupils remaining at home? How successful?	All weekly work set with class teacher, email contact with class teacher. Phoned every student at least once over the period – year leaders and other staff. Some students contacted more frequently. HT sends newsletter out weekly to parents and students. Moving to form tutors contacting students over next 4-week period. Small number of students not been spoken to yet. Parent survey: 75% of parents who responded thought materials provided were 4 or 5 out of 5. Majority scored 3 or above. Some wanted students to be contacted more frequently.			
What systems are being employed to ensure 'reasonable endeavours' are being made to fulfil your statutory duties over SEND?	All students have a TA as a key worker checking to ensure they are fine. Some pupils are having bespoke work set by the TA in conjunction with teachers. Regular phone calls and sending work books home as an alternative to online learning as required (not just SEN pupils).			
HOME-BASED LEARNING				
What key principles have guided your decision-making on what home learning will look like?	Staff workload; family circumstances of staff and students; different students benefit from different timetabling models; generally follow the curriculum they would have been following; work easy to access with simple instructions; all resources easily accessible and logically placed together with the instructions.			
All subjects set work on Monday for the week ahead on Class Chart and Google Classrooms. Students can follow their own timetables – some use original timetables whilst others use simplified timetable sent out. Key resources: Google Classrooms, MyMaths, BBC Bitesize, Oak National Academy, Accelerated Reader. Newsletter and social media are used to promote extensions to the curriculum (e.g. baking, craft) and Accelerated Reader.	Brief overview of home learning approaches and key resources used			
What are the expectations on staff in terms of supporting pupils?	Available during working hours to answer students' emails where family circumstances allow. Provide feedback on key pieces of work (not every). Just set up the possibility of using video conferencing through Google Classrooms, if staff wish to, but there is no expectation of this. Where possible the staff are part of the phoning of students.			

Survey showed that out of 271 responses (approx. 400 families) 60% respondents showed that students were doing 3 to 4 hours or more than 4 hours studying per day. About 82% said 2 or more hours per day.	What are the levels of engagement amongst pupils and how do you know?
How else are you supporting families who are not attending?	Provided 130 Chromebooks to students at home (50 Chromebooks provided by local business). Provided about 30 dongles for internet access (all provided by same local business) – to vulnerable pupils and to others who require additional technology. Also bought KS3 paper based workbooks and textbooks for maths, English and Science for those who prefer working offline. Provided all subjects for Y10 pupils as required.
SCHOOL-BASED LEARNING	
How many pupils are typically attending the school and how is staffing organised?	Numbers increasing – currently 10 to 15 students per day (mostly Y7 – Y9 though vulnerable Y11s included). All kept in same group but bespoke online work in the mornings and later will do exercise, craft, art work, baking depending on the staff in school each day.
The same resources are used as for home-learning with opportunities for wider curriculum experiences.	Brief overview of school-based learning approaches and key resources used (including any online learning platform).
What are the expectations on staff in terms of supporting pupils?	An emphasis on social distancing and providing a reasonable, enjoyable experience whilst in school. May need to start adjusting the approach with more pupils starting to come into school.
NOTABLE SUCCESSES / CHALLENGES	
Is there a strategy or approach you have tried that you feel particularly proud about?	
The recognition that students learn in different ways and can tackle their work by following different timetables and using adapted materials. Students can be successful due to staff recognising the resources and additional materials needed and ensuring they have all the equipment they need to be successful. The survey has supported this through the evidence of the positive engagement of the students.	
Are there any particular problems you are facing with your learning approaches?	
Those students who are not engaging with their learning are developing a widening gap which is very hard to tackle despite the best efforts of the staff. Aiming to put those pupils into small groups and have a weekly virtual, video-conferencing meeting in the attempt to engage them further.	