

Birch Wood School

Education Continuity and Remote Learning Policy



School Name: Birch Wood School and Birch Wood Vale School

Policy owner: Michelle Walker & Pia Delucchi

Last Review Date: 30th September 2020

Next Review Date: 1st September 2021

Date Ratified by Chair of Governors:

Chair of Governors Signature:

Chair of Governors Print:

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DRAFT

1. Aims

The Continuity of Education and Remote Learning Policy for staff aims to:

- Support the wellbeing of all parties
 - Students
 - Parents/families
 - Staff

- Education is continued, as seamlessly possible in all situations. These include;-
 - Students isolating/shielding
 - Staff isolating/shielding
 - Partial lockdown
 - Lockdown

- Students have varied educational opportunities including some remote teaching, and specialist teaching (at Birch Wood Vale and within the autism specific provision).

- Students receive feedback on work they have completed.

- Provide appropriate guidelines for data protection

- This policy is compliant with the DfE Remote Education Temporary Continuity Direction which outlines that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19)

2. Ensuring Continuity

Through the general lockdown of spring / summer 2020 Birch Wood School, like most schools, stayed open throughout the period to support its most vulnerable students and those of key workers.

As all students at Birch Wood have an EHCP and are by definition a vulnerable group this aspiration stays in place.

However it is important to plan for the potential closure of class 'bubbles' or a whole school closure that ensures the minimum disruption to learning and the maintenance of effective safeguarding.

Furthermore, we need to ensure clear continuity clear plans and expectations are laid out for each of the 3 sites within school; these include:

- Birch Wood School- Grange Drive

- Birch Wood Vale School- Burton Road

- Ashton House- Burton Road

Birch Wood Vale Education Continuity Strategy

BWV-Phase 2- September 2020 onwards





<p>Training and support</p>	<p>Staff -All staff INSET on using Teams. -Staff Teams Booklet created</p>	<p>Parents -Letter with log in details sent home. -Parent/Student support booklet sent home -Parents offered training opportunities in school</p>	<p>Students -Assemblies explaining how to use TEAMS -Homeworks set to get students used to using teams</p>	<p>Student Isolating <u>Pastoral</u> - Class teams to contact family within 24 hours to offer support. - Then Weekly. <u>Academic</u> -Work set on Teams for student affected. -Some staff may choose to record and put on teams parts of their lessons. -Feedback given on Teams -Students/Parents encouraged to use the chat/post facility to get support from their teachers</p>	<p>Staff Isolating/ Shielding <u>Support</u> Line manager to contact them within 48 hours to offer support. Then Weekly. <u>Teaching</u> -Lessons delivered to students by zoom/Teams remotely unless staff are ill. Any work for each group that needs to be printed to be sent to specific class team. -If ill follow normal illness procedures</p>	<p>Partial Lockdown <u>Pastoral</u> - Class teams to contact family within 24 hours to offer support. - Then Weekly. <u>Academic</u> -Work set for each lesson on Teams, for students affected. -Some staff may choose to record and put on teams parts of their lessons. -When staff affected they should follow the staff isolating procedure. -Feedback given on Teams -Students/Parents encouraged to use the chat/post facility to get support from their teachers</p>	<p>Lockdown <u>Pastoral</u> - Class teams to contact family within 48 hours to offer support. - Then Weekly. <u>Academic</u> -Work set for each lesson on Teams. -Teams or Zoom Live lessons or pre-recorded lessons to be delivered. This should be equivalent to 50% of your teaching time. Michelle to co-ordinate and publish timetable to parents. -Feedback given on Teams -Students/Parents encouraged to use the chat/post facility to get support from their teachers</p>
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Birchwood Education Continuity Strategy

BW-Phase 2- September 2020 onwards





<p>Training and support</p>	<p>Staff -All staff INSET on using Teams. -Staff Teams Booklet created</p>	<p>Parents -Letter with log in details sent home. -Parent/Student support booklet sent home -Parents offered training opportunities in school</p>	<p>Student Isolating -Class teams to contact family within 24 hours to offer support. -Then Weekly. -Work set on Teams for student affected. -Some staff may choose to record and put on teams parts of their lessons/videos. -Feedback given on Teams/tapestry</p>	<p>Staff Isolating/shielding <u>Support</u> Line manager to contact them within 48 hours to offer support. Then Weekly. <u>Teaching</u> -Activities delivered to students by zoom/Teams remotely if appropriate unless staff are ill. Any work for each group that needs to be printed to be sent to specific class team. -If ill follow normal illness procedures</p>	<p>Partial Lockdown Class teams to contact family within 24 hours to offer support. Then Weekly. -Work set for each student on Teams daily, for students affected. -Some staff may choose to record videos or parts of their lessons, and put this on Teams. -When staff are affected they should follow the staff isolating procedure. -Feedback given on Teams/Tapestry</p>	<p>Lockdown Class teams to contact family within 48 hours to offer support. Then Weekly. -Work set for each student on Teams daily. -Some staff may choose to record videos or parts of their lessons, and put this on Teams. -Feedback given on Teams/Tapestry</p>
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Ashton House Education Continuity Strategy

Ashton House-Phase 2- September 2020 onwards



Training and support	Student Isolating	Staff Isolating	Partial Lockdown	Lockdown
<p>Staff</p> <ul style="list-style-type: none"> -All staff INSET on using Teams. -Staff Teams Booklet created <p>Parents</p> <ul style="list-style-type: none"> -Letter with log in details sent home. -Parent/Student support booklet sent home -Parents offered training opportunities in school <p>Students</p> <ul style="list-style-type: none"> -Assemblies explaining how to use TEAMS - Homeworks set to get students used to using teams 	<p>Pastoral</p> <ul style="list-style-type: none"> - Class teams to contact family within 24 hours to offer support. - Then Weekly. <p>Academic</p> <ul style="list-style-type: none"> -Staff set work as drafts for classes, which is seen by class team only. -Class teams liase with family and decide which work to put on Teams to support emotional wellbeing of student and family. -Feedback given by teachers -Class team to liase with teaching staff 	<p>Support</p> <p>Line manager to contact them within 48 hours to offer support. Then Weekly.</p> <p>Teaching if not ill</p> <ul style="list-style-type: none"> -Staff liase with class team to see if appropriate for Lessons to be delivered to students by zoom/Teams remotely. Any work for each group that needs to be printed to be sent to specific class team. -If ill follow normal illness procedures 	<p>Pastoral</p> <ul style="list-style-type: none"> - Class teams to contact family within 24 hours to offer support. - Then Weekly. <p>Academic</p> <ul style="list-style-type: none"> -Staff set work as drafts for classes, which is seen by class team only. -Class teams liase with family and decide which work to put on Teams to support emotional wellbeing of student and family. -Feedback given on Teams by teachers -Class team to liase with teaching staff 	<p>Pastoral</p> <ul style="list-style-type: none"> - Class teams to contact family within 48 hours to offer support. - Then Weekly. <p>Academic</p> <ul style="list-style-type: none"> -Staff set work for classes as drafts, which is seen by class team only. - Michelle to liase with class teams and teachers to create an appropriate zoom timetable -Class teams liase with family and decide which work to put on Teams to support emotional wellbeing of student and family. -Feedback given on Teams by class team. -Class team to liase with teaching staff

3. Roles and responsibilities

Ultimate responsibility for the schools Education Continuity and Remote Learning Provision sits with the Head Teacher. It is their responsibility to ensure colleagues are tasked effectively and have the tools to deliver a range of face to face, online or blended learning as appropriate.

The Head Teacher will be supported in this by the Education Continuity Leads, Deputy Head Teacher and Assistant Heads who will support the delivery but also monitor the effectiveness and impact of this provision.

Staff expectations and support can be summarised as:

Staff Expectations
Staff to offer students a varied education remotely that supports the students emotional welfare and learning needs.
Staff to give Students and Parents feedback on work completed.
Class Teams to contact families at least weekly.
Support for Staff
Staff can expect to have a work/life balance and should contact their SLT/ELT/Continuity in Education Co-ordinator should they need support
Staff mental health and wellbeing are key and staff can contact their line manager.
Apps that staff may find useful are linked on the staff intranet front page.

2.1 Teachers

When providing remote learning, teachers must be available between 9.00 a.m. and 3.30 p.m.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

➤ Keeping in touch with students who aren't in school and their parents:

- Welfare calls to parents are made weekly to home by the class team. It is the teacher's responsibility to co-ordinate their team. The calls are used by the school to better understand how parents are coping with remote education, and how we can support them and if work is appropriate.
- The Welfare call is recorded on CPOMS which is then monitored by SLT with any concerns flagged for a follow up call. If the teacher feels the child or family present a more immediate concern this should be instantly raised with a DSL or DDSL or a member of the Senior Leadership Team (all of SLT are D/DSL's) who will assesses the situation and consult other services such as Social Care.
- If a parent is unable to be contacted for more than 3 days then a home visit will be conducted by a member of the SLT, ELT or the Family School Link Worker.

When providing remote learning, teachers are responsible for:

- Setting work for their class which is both differentiated and in line with the child's prior learning and next steps. The work should be planned in accordance with the schools Medium Term Plans and topics to ensure continuity of learning when the child returns to school. Because of the additional needs of our students we must recognise that for most of our students they will need support from home to complete tasks so it is important that we work in partnership with parents to set a realistic expectation of what can be achieved. This may mean some parents requesting more or potentially less work. Given that the Outcomes from EHCP's are not wholly focused on cognition and learning, work could also be linked to SALT and Physiotherapy plans and also include support for communication and interaction, independence skills or physical / sensory needs.
- Ensuring the student's remote learning provision is written in to their individual Covid19 risk assessment under the 'Education' heading, which is co-produced and signed off by the family, teacher and SLT
- The school does have provision to deliver online learning through Microsoft Teams and there is an expectation that teachers will use this as appropriate for their group, but we must recognise for our students that they will need support from home to access this. The school has also successfully used Zoom and teams to deliver live lessons and YouTube to deliver videos of accessible stories, and songs.
- Teachers are expected to give feedback to work completed on Teams and other paper based work
- We recognise that Teams is not always the right medium for some of our students, and printed work can be sent out to their home, with an envelope to return work, so feedback can be provided.
- Attending virtual meetings with staff, parents and students–
 - Staff will be appropriately dressed as per the schools dress code

- If Teams/Zoom calls are made from a home setting then the staff member's location within the home should be in suitably professional setting with the background plain or blurred.
- To safeguard both children, staff and parents the Teams/Zoom recording facility should be used so a record of the interaction exists with all parties appropriately warned of this before the session starts.

➤ Also see the following policies: Child Protection Policy & ICT Acceptable use Policy- Guidance for teachers on distance teaching and learning for teachers during Coronavirus

2.2 Learning Support Assistants (LSA) and Senior Teaching Assistants (STA)

When assisting with remote learning, teaching assistants must be available between 9.00 a.m. – 3.30 p.m.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, LSA/STA are responsible for:

- Preparing materials, resources and activities to be sent home, co-ordinated by the class teacher.
- Making class teams welfare calls.

2.3 Subject Development

Alongside their teaching responsibilities, teachers are also responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning or wider curriculum development.
- Working with colleagues to support remote learning or to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject –
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders & Extended Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff and students have accessibility to the right technology, training and materials

2.5 Designated safeguarding lead

DSL

Rosalind Hopkins (Headteacher)

DDSL

Tom Smith, Tom Bradley Hewell, Claire Wood, Amy Dunstan, Renee Downing, Michelle Walker, Hannah O'Mara, Robbie Hesketh

All safeguarding concerns should be reported directly to a DSL or DDSL, and then recorded on CPOMS.

DSL staff should then follow up on concerns and report serious concerns via normal channels.

2.6 Network Manager

Network Manager is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (SBM)
- Assisting students and parents with accessing the internet or devices
- Supporting and advising the SBM with the procurement of appropriate technology

2.7 Students and Parents

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Support their child to access the work set remotely and encourage their child to complete work as well as they are capable of, considering their families emotional welfare.
- Stay in regular contact with their child's class team.
- To ask for help and support when needed by contacting staff via phone, e-mail or Teams.
- Be respectful when making any complaints or concerns known to staff.

Staff can expect students working remotely to:

- To complete the work set to the best of their ability, and hand in for feedback.
- To ask for help when they are finding something hard. This may be through parents or through Teams chat/posts to their teacher or e-mails or conversations with their class team

2.8 Governors

The governors through the Quality Committee will:

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues using Microsoft Teams- Michelle Walker/ Pia Delucchi
- Issues in setting work – Line Manger
- Issues with IT – David Grimes
- Issues with their own workload or wellbeing – In the first instance their Line Manager, Renee Downing (SBM) or a member of SLT.
- Concerns about data protection – Renee Downing (SBM)
- Concerns about safeguarding – Rosalind Hopkins Headteacher (DSL)

4. Data protection

4.1 Accessing personal data

Accessing personal data for remote learning purposes will be done through a school owned device using the schools agreed learning platform

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as an email address or telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online and to prefix their personal telephone number with 141. Parents should not have staff personal telephone numbers or home addresses.

4.3 Keeping devices secure

We as a school will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Safeguarding concerns should be managed in line with school Child Protection & Safeguarding Policy (adopted September 2020) and the Covid Addendum.

All safeguarding concerns should be recorded on CPOMS. Any serious concerns should be raised with a DSL or DDSL.

6. Monitoring arrangements

This policy will be reviewed annually by Rosalind Hopkins (Head Teacher). At every review, it will be approved by the Quality of Education committee

7. Links with other policies

This policy is linked to our:

- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Curriculum Policy

8. Appendix 1- Education Continuity Strategy



This slide has a white background. On the left, there is a blue graphic element with a white box at the top containing the same three school logos as the title slide. Below the logos, the text "Education Continuity is an Opportunity" is written in a white, sans-serif font. To the right of this graphic, there is a bulleted list of three points. A small green rectangular tab is visible in the top right corner of the slide frame.

- Education Continuity is an opportunity for teachers who are shielding and isolating to still be able to support their learners.
- Education Continuity is an opportunity for students who are isolating or shielding to be able to continue to learn at home.
- It is an opportunity for all our learners and staff to still be a vital part of our school community even when they have to stay at home.



Our Aims

- ▶ Continuity of education strategy that supports the wellbeing of all parties
 - ▶ Students
 - ▶ Parents/families
 - ▶ Staff
- ▶ Education is continued, as seamlessly possible in all situations. These include:-
 - ▶ Students isolating
 - ▶ Staff isolating
 - ▶ Partial lockdown
 - ▶ Lockdown
- ▶ Students have varied educational opportunities including some remote teaching, and specialist teaching (at BWV).
- ▶ Students receive feedback on work they have completed.



Issues that need to be overcome

- ▶ Staff knowledge gap on the use of Zoom and Teams.
- ▶ Student and staff access to computers and the internet.

BWV-Phase 1- March to July 2020



Initial Response (Before Easter)

Pastoral
- Class teachers contacted families regularly through the week

Academic
-Work uploaded for subjects on to the student intranet.
-Work packs sent out to students.

Response (April/May)

Pastoral
- Class teachers contacted families weekly or more as and when required.
- Contacts/Concerns logged on CPOMS

Academic
-Staff trained on zoom remotely.
- Students started getting to face to face contact remotely via zoom lessons or pre-recorded videos.
-Work uploaded onto student intranet.
-Parents updated via e-mail

Response (June/July)

Academic
-Development of zoom timetable so all students had some lessons via zoom. Staff gave lessons to students in and out of school via zoom.
-Staff training on Microsoft Teams remotely.
-Students work set on Teams and on intranet.
-Feedback given to students on work completed on Teams.
-Parents updated via e-mail

BW-Phase 1- March to July 2020



Initial Response (Before Easter)

Class teachers contacted families Regularly through the week.

Work uploaded for on to the parental portal

Work packs sent out to students



Response (After Easter)

- Class teachers contacted families weekly or more as and when required.
- Contacts/Concerns logged on CPOMS
- You tube channel videos developed via staff collaboration to support students and parents in their learning
- Work was sent out via e-mail or parental portal or Zoom Lessons/ You tube channel. This work was individualised for each students needs.
- Assemblies developed to support well-being and rewards
- Sunflower seeds sent to students to support their science learning and as an opportunity for all students to be doing the same activity as a community.

Ashton House-Phase 1- March to July 2020



Initial Response (Before Easter)

Class teachers contacted families Regularly through the week.

Work uploaded for on to the parental portal

Work packs sent out to students



Response (After Easter)

- Class teachers contacted families weekly or more as and when required.
- Contacts/Concerns logged on CPOMS
- Zoom weekly tutorial sessions.
- Work was sent out via e-mail or parental portal. This work was individualised for each students needs.

Actions to support implementation of Phase 2

- ▶ Parents surveyed on their thoughts about Phase 1 / Computer access.
- ▶ PMLD parental meeting about how we can best support this group of students with Pia and Hannah.
- ▶ Staff given responsibility for the Educations Continuity Strategy (Michelle/Pia)
- ▶ Computer purchasing strategy implemented.



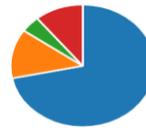
Parental Survey results

Parents of students on all pathways responded.
These spanned both sites and included students within the provision.

Do you think the amount of work set for your child was:

[More Details](#)

● The right amount	72%
● Too much	13%
● Too little	4%
● Other	11%

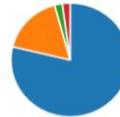


Parental Survey Results

How do you feel the support from your child's class teacher was during lock down?

[More Details](#)

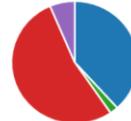
● Very good	79%
● Good	17%
● Satisfactory	2%
● Could be improved	2%



How did you access support during home-learning?

[More Details](#)

● Emailed staff	38%
● Used the listening support ser...	0%
● Sent messages via Microsoft T...	2%
● Phone calls with staff	53%
● No support needed	6%



Parental Survey Results

How did you feel about supporting your child with their home learning?

[More Details](#)

● Confident	30%
● Okay	48%
● Anxious	22%



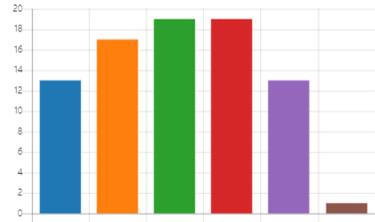


Parental Survey Results

During home-learning which types of activities did you and your child prefer?

[More Details](#)

● Videos	16%
● Worksheets	21%
● Creative tasks	23%
● Sensory based activities	23%
● Online games	16%
● Other	1%



Parental Survey Results

During lock down were you able to access online home-learning activities?

[More Details](#)

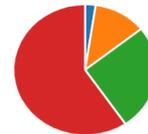
● Yes	79%
● No	21%



If your answer to question 1 was no, was this due to:

[More Details](#)

● No computer access	2%
● Technical issues with my comp...	12%
● Carried out home learning via ...	26%
● Other	60%

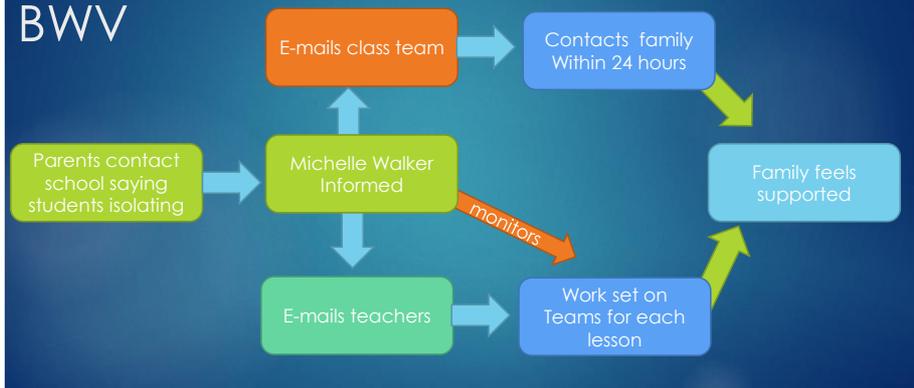


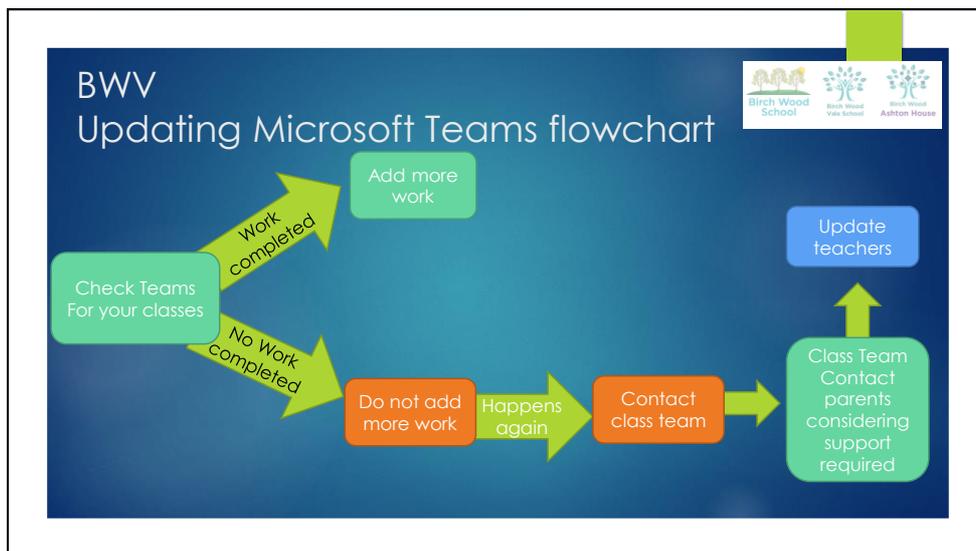
BWV-Phase 2- September 2020 onwards

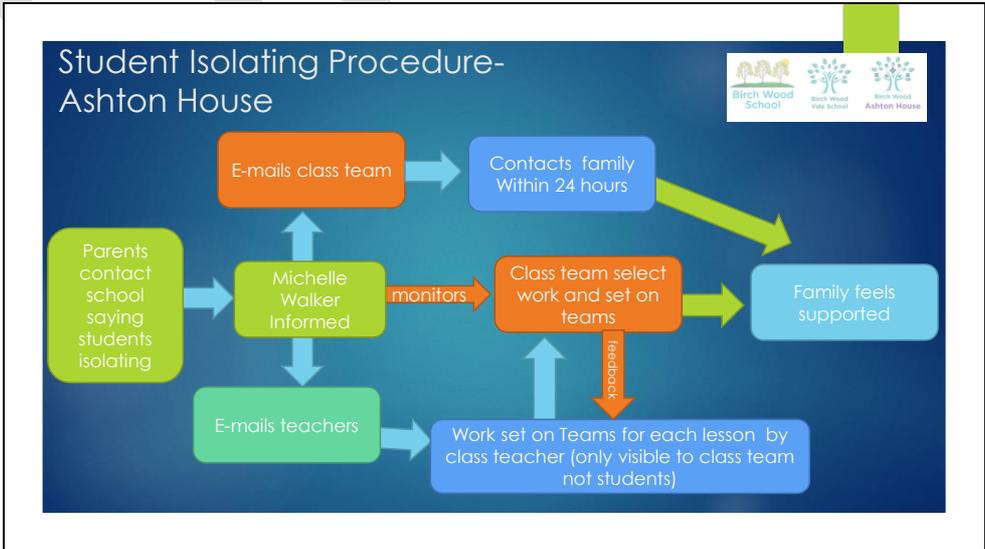
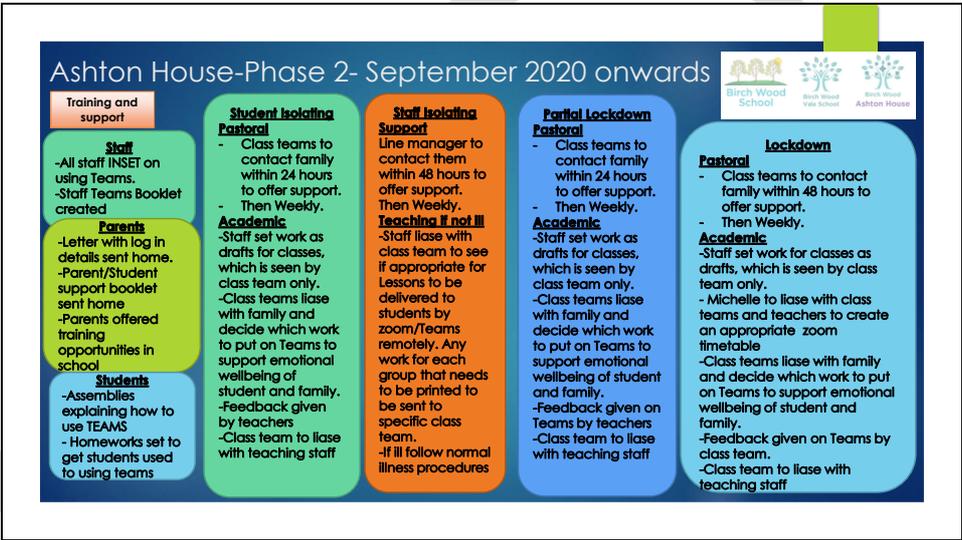
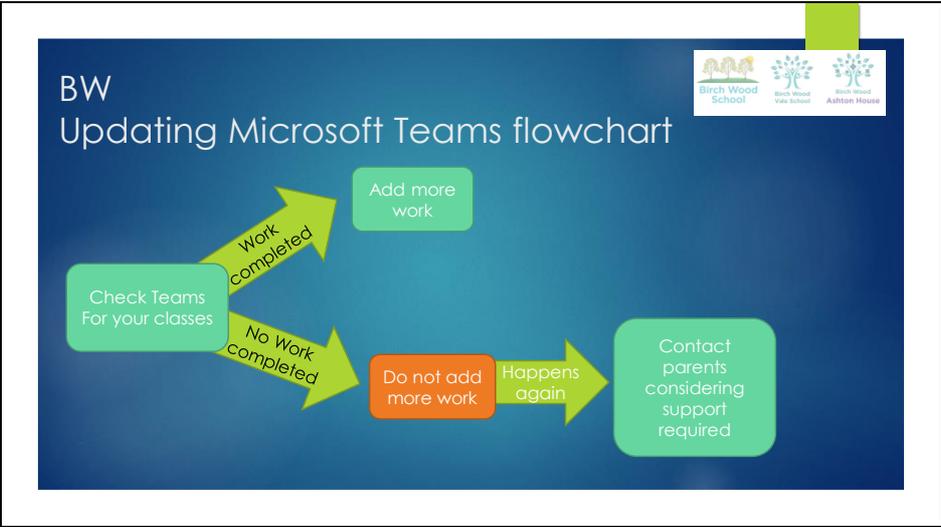


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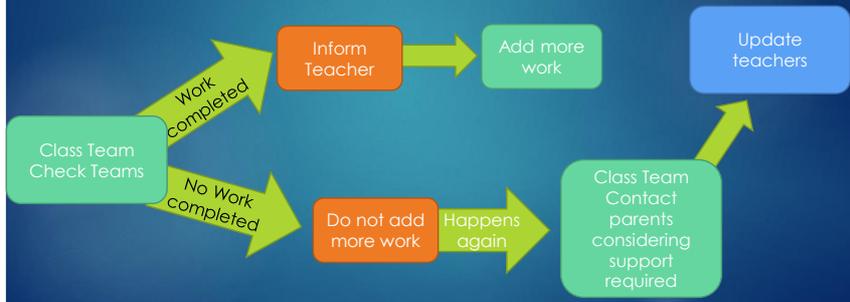
Student Isolating Procedure- BWV







Ashton House- Updating Microsoft Teams flowchart



Exceptions

- ▶ For some students sending work electronically may not be appropriate due to health or other concerns.
- ▶ If this is an issue or concern work should be sent home in paper form. Envelope for work to be returned in, if applicable.
- ▶ Parents should be made aware that work/feedback needs to be returned to school if work is going to be assessed and new work is to continue to be appropriate for the student

Staff Expectations



Staff Expectations

Staff to offer students a varied education remotely that supports the students emotional welfare and learning needs.

Staff to give Students and Parents feedback on work completed.

Class Teams to contact families at least weekly.

Support for Staff

Staff can expect to have a work/life balance and should contact their SLT/ELT/Continuity in Education Co-ordinator should they need support

Staff mental health and wellbeing are key and staff can contact their line manager.

Apps that staff may find useful are linked on the staff intranet front page.

Parental Expectations



Parents Expectations

Support their child to access the work sent remotely and encourage their child to complete as much as they are capable, considering their families emotional welfare.

Stay in regular contact with their child's class team.

To be encouraged to contact their child's class team with any issues or concerns.

Support for Parents

Class Teams to contact families at least weekly.

Mental health and wellbeing are key and parents can access help from Family listening service.

Should parents contact staff they should expect a reply within 24 hours. This however is within school hours.

Student Expectations

Challenge and Aspire Pathways



Student Expectations

To try their best to complete work as independently as they are capable of.

To ask for help when they are finding something hard. This may be through parents or through Teams chat/posts to their teacher or e-mails or conversations with their class team.

Support for students

Class Teams to contact Families at least weekly.

Mental health and wellbeing are key and parents can access help from Family listening service.

Remote therapies offered if required.

Student Expectations

Independence and Engagement Pathway



Student Expectations

To try their best with support to complete the activities set.

Parents to ask for help when their child/family are finding something hard. This may be through Teams chat/posts or e-mails or conversations with their class teams

Support for students

Class Teams to contact Families at least weekly.

Mental health and wellbeing are key and parents can access help from Family listening service.

Remote therapies offered if required.

DRAFT