

Delivering high quality learning for children in school & at home

Prior to the 20th March

Before school finished on 20th March we had set up our online home learning expectations and delivered three signpost home learning documents on Weds, Thurs and Friday for the increasing number of pupils not in school. The following platforms are in use:

- Tapestry for our Early Years pupils
- STARz for Yrs 1 -4 and,
- Google Education for Yrs 5 & 6.

We took the time to ensure all parents, staff and pupils had the appropriate passwords and to teach the children from Year 1 to 6 how to log in and challenged them to teach their parents.

We also established a clear protocol for home learning including the times when staff would be communicating, how, when and where learning would be uploaded, what to do if there was a safeguarding concern etc. A parental version of this protocol was also written as FAQ's, setting out clearly what parents could expect from us.

All children were given an exercise book to take home with passwords stuck in and those who felt that they needed other resources such as pencils, handwriting pen, a ruler and so on were given them. Our Early Years children were given a pack of resources linked to their phonic learning, fine motor skills, letter formation, number recognition etc. Year 6 were also given a pack of past SATs papers. Any parents who felt they needed a paper based pack of work were also able to request this and these were put together and sent home before school finished.

Following School Closure on 23rd March

Adapting our programme of learning to be taught remotely

Teachers create a cross curricular signpost including Maths and an English tasks each day. This is uploaded onto the website each evening before it is due and emailed the morning it is due. Signposts utilise existing quality online resources, such as the Mathletics, Charange Music and White Rose Maths. A balance of tasks, which require computer/internet access with those, which do not, and [wellbeing activities](#) are also signposted on Wednesdays

We are very aware that children will have different experiences at home, so we vary the difficulty level of tasks. We are careful not to upload too many tasks that require high levels of parental engagement for example.

Staff have also uploaded videos for their class– some record specific learning tasks and others record themselves reading the class book each day.

Children and parents are able to respond to the learning in a variety of ways; some parents upload photographs or videos of the children completing the activities, some scan in or take photographs of the work and others just confirm that the work is complete. Year 5 & 6 pupils submit their work for the teacher to assess.

[Class webpages](#) have taken on a blog style, highlighting staff videos and pupil's achievement.

Safe & Well Checks for Vulnerable families

Local members of staff have been asked work during this time as a link for our vulnerable families providing contact once or twice a week as necessary (if possible as part of their usual daily exercise once a fortnight, attempting face to face contact with visibility of your nominated child).

Purpose of the contact

- To enable families to access additional support where required.
- To assess family needs, passing information on to the Designated Safeguarding Lead (Sasha) or Deputy Safeguarding Lead (Andrew).

The principal accountabilities of the role were:

1. To maintain contact with families, with the aim of addressing or passing on any needs identified.
2. To suggest a range of strategies and advice to improve parents capacity.
3. To use a variety of professional skills, including identification, assessment, analysis achieve positive outcomes for families.
4. To identify, refer and support children who are suffering (or thought likely to suffer) significant harm as described in statutory guidance; to follow all guidance and procedures as outlined in [Cambridgeshire's LSCB protocols](#), and the school's safeguarding policy.
5. To review and evaluate the work undertake in order to assess what is working and what is not, to improve family support.
6. To produce a fortnightly verbal or written reports for the DSL (Sasha) with feedback on parents' and children's needs.

Staff were asked to carry out duties and responsibilities in accordance with the school's Health and Safety Policy and relevant Health and Safety legislation, taking appropriate care for their safety and health and that Keeping Children Safe in Education 2019 still applies in full.

Once any information has been passed on to the safeguarding leads staff were reminded that records must be destroyed and at no time should any personal details of families other than contact details be held at staff homes. Where possible these should be password protected in a mobile phone. As staff use their own phone for operational reasons, they were advised to use call screening to protect their number.

Children with Special Educational Needs

Within school, we operate a personalised approach to learning to meet the individual needs of our pupils and this has continued through the programme of home learning. Teachers are personalising home learning for many individual pupils. For pupils and families who are less engaged, we use gentle persuasion by checking on engagement, but not harassing them with contact every day, acknowledging that it's a hard time to get children to do anything, and that relationships in the home may be fragile at this time.

Pupils who are struggling to engage are being supported by staff in with weekly phone calls; checking how they are feeling and what support we can offer and to support their mental health and wellbeing. Families have engaged positively with us regularly and their feedback has formed the basis of our home education programme during this time.

For some of our pupils with SEND we have delivered bespoke home learning packs for children, which included a range of items, communication or choice boards and specific equipment that we knew would support the children.

Each child has a designated 'key worker' who is a member of the staff team in which they are based, and therefore is someone familiar to them and their needs, and someone who already has a relationship with the family. The class teacher continues to have oversight of the home learning programmes and liaises with class teams on the engagement with families.

A structure of liaison between members of the senior management team and teachers ensures the co-ordination and effectiveness of systems across school. We have regular online leadership meetings which enables us to monitor and evaluate the systems in place and to respond to any issues.

What worked well and how we know

We have combined 'whole school' sharing of activities, ideas, weblinks and support.

Feedback from our family support workers carrying out safe & well checks has told us that their children respond really well to seeing faces and hearing voices of staff who are familiar to them. This is an important need for many children with SEND, and it has supported their motivation and engagement in attention and learning. An example of this is daily contact led by two of our teaching assistants on the school Google classroom page for an individual pupil, and additional workbook resources for a Year 6 pupil working below age related expectations.

Pupil Feedback

Teachers provide feedback daily to every child who submits learning. We focus on the positives and where appropriate provide next steps or questions to consider. Parents were sent the Spring term report, which would have been shared with them at (cancelled) Parent Consultation Meetings

Because teachers are active feeding back to pupils daily, they are not only able to provide home learning, but also to assess the well-being of the children. Teachers talk to each child daily and facilitate group chats for the children so that they can talk to each other on particular subjects and so on. This has helped us to monitor wellbeing and has led to some individualised support for some.

Parent feedback

Feedback from parents has been very overwhelmingly positive – they have said that the structure is helpful and the amount of work set is realistic. Some families have not followed the set tasks exactly, but their children have been doing work and we have responded to what was submitted. We have reinforced that there is no pressure to complete the learning and that we value the other activities the children are doing. We contact families if they haven't been in contact over the week. It has been a rapid learning curve, and I am sure we will continue to develop our provision further.

"We wanted to just drop you an email to say thank you so much for everything you have done and are doing for Chris, and previously Matt. When we moved to Meldreth 4 years ago you were so kind to keep some places for the boys and we will always be grateful of that. They both have loved going to Meldreth Primary and the school and teachers have been brilliant."

"We do really appreciate everything that you're offering to Amelia at this very difficult time. All the staff are being amazing so please pass our thanks onto them too."

"Can I take this time to thank you and all the teachers for the last few weeks, that i am able to still work for the surgery. She comes home with a massive smile on her face everyday with the fun she is having with you guys. "

"We really appreciate all of the work you are doing to provide this emergency provision. Thankyou."

"In these challenging times for us all, we want to say thank you to you and all your staff. The school is centre of the village and you all do a brilliant job. Stay safe."

"Thanks so much for all the hard work you and the staff are putting into facilitating our children's learning at home. After the initial disappointment around the school closure - Eva is quite looking forward to the novelty of home school thanks to your communications! All best wishes to you and the Meldreth staff."