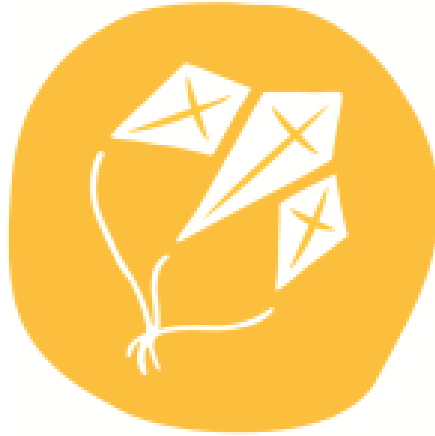




City Academy Whitehawk

Remote Education Policy

January 2021

Review Date: Summer Term 2021



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Useful Definitions and Terminology for Remote Education Policy

- Remote education: A broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: Often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: A mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.

Contextual Information for Reference

- Green Bubble (two reception classes and 22 nursery children)
- Red Bubble (Years 1 and 2, four classes)
- Orange Bubble (Years 3 and 4, four classes)
- White Bubble (Years 5 and 6, four classes)

Leadership of Remote Education

The Headteacher, Mr McMorris, has overall responsibility for all aspects of learning in school including Remote Education. Leadership and coordination of Remote Education is the responsibility of Ms Scozzafava, Assistant Headteacher (Ten Day Paper Packs) and Mr McAdam, Assistant Headteacher (Live Online Lessons).

Our Rationale

In the event of a school closure, City Academy Whitehawk is committed to providing continuity of education to our pupils and will do so through the process of remote education. While our remote education will have a strong emphasis on online teaching, it is likely that other activities, strategies and techniques will be used to enable a range of experiences for our children and in recognition of the fact that accessibility to technology may differ from one family to another. The quality of online teaching will mirror the high standard expected in CAW classrooms and our 'Ten Day Paper Pack' will reflect the coverage and quality of all taught sessions.

Remote education may also be available in situations when pupils, in agreement with the school, have a period of absence but are able to work at home to some extent. Such circumstances may include pupils who need to self-isolate, longer term illness or exclusion. This policy does not normally apply in the event of short-term pupil absence unless there are exceptional circumstances. There is no obligation for the school to provide remote education to pupils if families choose to take their child on holiday during term time or choose not to send their child to school as a precaution against an outbreak of infectious disease if this lies against official guidance.

Our Remote Education Curriculum

City Academy Whitehawk ensures that our children are in receipt of the following learning each day, in line with DfE guidance, through the following approach:

Since April, we have been providing live lessons, our chosen platform, Electa Live. We are grateful to The Gatwick School (Aurora Academies Trust) for their help in setting up our online provision. Should we need to revert to online teaching in the academic year 2020-21, we have enrolled all children in our online school and will be ready to teach an adapted curriculum from Day 1 of any closure.

Electa Live Virtual Classroom Software is a professional live virtual classroom and a real-time online collaboration environment designed for teaching and training over the Internet. It is an integral part of Electa LMS which can be used along with it or separately as a live online training tool. With Electa Live

Virtual Classroom you can arrange live online classes and lectures, online meetings, group sessions, individual one-on-one sessions and webinars – all taking place over the web. For your live online meetings, you only need a computer with an internet connection.

For more information including about CAW Live Lessons please visit:

<https://www.caw.brighton-hove.sch.uk/caw-live-lessons/>

For our a list of our most up to date “Live Lesson” offer can be found here:

<https://caw.school-network.net/HTMLApi/HTMLWeeklySchedule>

Times	Green	Red	Orange	White
8:30	Reading	Reading		
9:30	Break	Break	Reading	Reading
10:30	Maths	Maths	Break	Break
11:30	Lunch	Lunch	Maths	Maths
12:30	RWI	Writing	Lunch	Lunch
1:30	Zoom Assembly	Break	Writing	Writing
2:30		Paragon	Paragon	Paragon

‘Guidance for Schools: Coronavirus Covid 19’ (Gov.uk, 2020) states that ‘The remote education provided should be equivalent in length to the core teaching pupils would receive in school’. We have designed a remote curriculum offer that meets this expectation. The timetable above demonstrates the allocation of lesson time according to government direction:

In school, careful planning ensures that our children access a broad and balanced curriculum. We aim to provide the same curriculum coverage remotely, with some adaptations.

All of our lessons offer “chunked” instructions to ensure clarity for tasks/lessons. Using First, Next, Last enables us to prioritize instructions and promotes small steps in order to achieve a task. We use both visuals and language to support all abilities/age of learners.

First

Next

Last

Pick how to sort your coins

Round ○

Heptagonal ○

Sort your coins

Round ○

Heptagonal ○

Explain to someone how you have sorted your coins

First I... Oh, I see!

Explain

First

Next

Last

What does your character do when they open their eyes?

1. Movement

2. Emotional response

Signal to your reader what the disaster was!

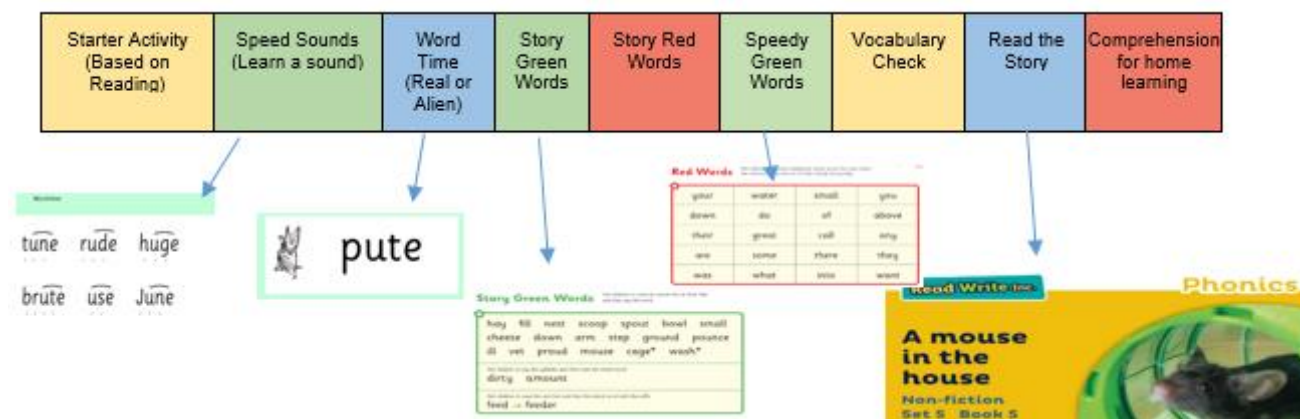
How will you leave your reader wanting to know more?

The most effective online sessions that we offer share many strategies with our in-school lessons. We have found that these structures tend to work best to enable involvement and engagement in an online learning environment.

Reading:

To best meet the needs of EYFS and KS1 children in Reading, we adopt the *Read Write Inc* (RWI) approach and follow the RWI pathway until children are confident and fluent readers. We use a variety of resources from RWI, which include reading books that are closely matched to the child's increasing knowledge of phonics and 'tricky' words.

Children focus on a reading book every day and as they re-read the story, their fluency increases. Our reading sessions focus on learning, practising and remembering sounds and applying those sounds directly to reading. More information surrounding Read, Write, Inc and how we approach KS1 Reading can be found here: www.oxfordowl.co.uk.



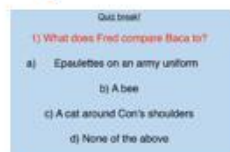
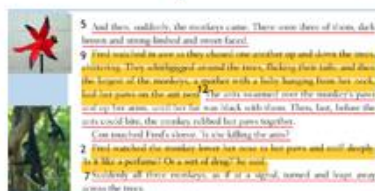
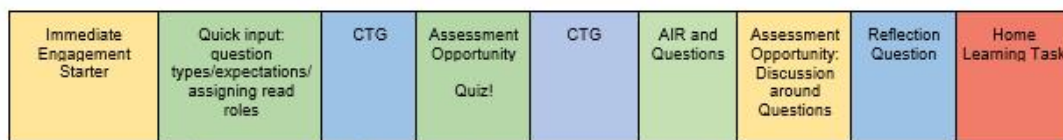
KS2 Reading

To best meet the needs of children in Reading, we use a set of teaching principles outlined in *Reading Reconsidered* by Doug Lemov. At CAW, Reading is taught as a whole-class from a high-quality text and aims to enable children to forge futures as lifelong readers. Children are taught in a low-threat, high-accountability environment, where all children are enabled to be successful readers in their own right. We will accelerate pupil progress through the teaching of challenging novels and complementing and supplementing this reading with a skilful use of linked texts and non-fiction.

For independent reading in the classroom, we use Accountable Independent Reading, an approach that helps ensure that independent reading is accountable and of high quality. For students reading aloud, we use Control the Game: a subtle engineering of how you call on students to read aloud in a way which ensures that not only the primary reader but all readers are benefiting. For more information on these principles, see below.

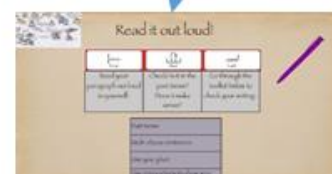
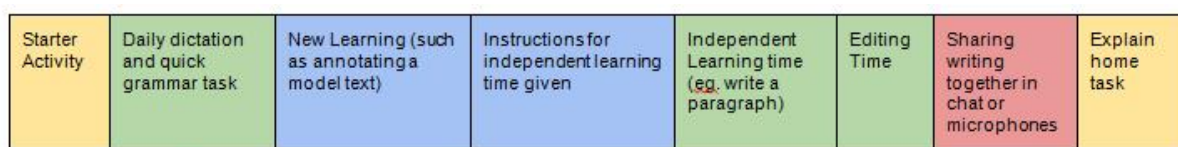
We have adapted these strategies for online lessons, with use of the screen and the microphone.

Control the Game (CTG)	All children are required to read the same text on their screen. They should all be 'tracking' the text so they are following the text along with the voice of the reader; children might use a ruler to support them with this. By promoting a 'culture of error' children will develop the confidence to 'fill the room with their voice'.
Accountable Independent Read (AIR)	The majority of lessons should give children an opportunity to independently read a passage of text and then answer rigorous questions on what they have read. This time can be used by the class teacher to read the passage aloud to children who otherwise would be unable to access the reading. Alternatively, the teacher can record themselves reading the passage aloud on to an iPad in order for PKS children to be able to listen to the reading and then access the questions scaffolding to their current needs.



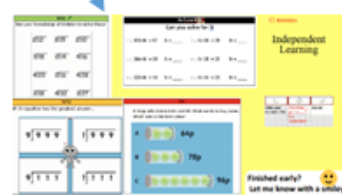
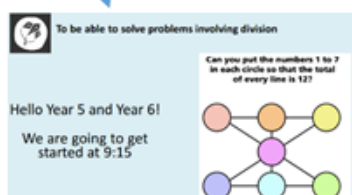
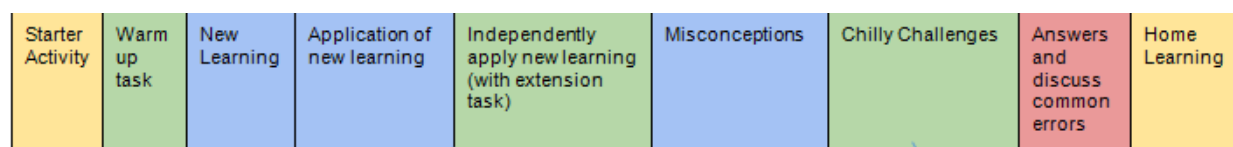
Writing:

Writing at CAW is best taught through a sequence of lessons with a high quality text as a stimulus. Adapting our 'in-school' lesson structures and sequences allows children to build up a new 'toolkit', apply their skills and construct a piece of writing over the course of a 'unit'.



Maths:

To best meet the needs of all children, our lessons are taught as a whole class with the aim of enabling our less confident learner's tasks are scaffolded effectively to access the same content and our more confident learners are provided with opportunities to expand and master their skillset. Our lessons offer visual representations and clear modelling examples to further mathematical skills and knowledge.



Chili Challenges enable opportunities for all levels. We set our home learning based on these and they are used to incorporate extensions into teaching throughout lessons.

Mild 🌱

Use your knowledge of multiplication to solve these:

62×5	124
43×6	258
31×4	78
26×3	310

Check to see if your answer is one of the options in the other column

Spicy 🌶️

Have a go at these ones:

- 561×2
- 672×3
- $1001 \times 5 =$
- $5461 \times 6 =$

Hot 🌶️🌶️

Use your knowledge of multiplication to solve these:

37×17	736	MZMA
46×16	629	
58×14	812	
64×29	1,856	

Check to see if your answer is one of the options in the other column

Ay Carumi! 🇪🇸

Ms Dobson uses Base 10 Blocks in a multiplication grid to find the answer to her calculation. What calculation is she solving?

Do Now - Formal Column Multiplication

🌱 22×3 🌶️ 44×6 🌶️🌶️ 573×9

Paragon:

Learning is usually determined by 'Time and Place' and studied over a six/seven week period. To ensure equality of access to our curriculum and negate any knowledge deficit caused by absence from learning, our online Paragon teaching is studied in weekly blocks in 'stand-alone' areas of study that are aimed to widen knowledge, skills and understanding but not overlap with our existing curriculum coverage. Our policy is to choose interesting areas of study to promote engagement, reinforce the teaching of skills and understanding specific to Geography and History. Some examples of carefully selected stimuli:

- The Great Fire of London
- Astrology (Galileo)
- Chocolate
- What is fair trade?
- The Rainforest
- Cartography
- Explorers (then and now)
- Cultural Icons (Picasso, Da Vinci)

Communication

We understand that clear communication of our remote education is critical to its success and we will ensure that our families are able to access information, support and guidance easily through:

- Fortnightly [Newsletters](#)
- [CAW Live Lessons](#) Page on the Website
- Hourly monitoring of cawhomelearning@gmail.com
- Our frequently updated Electa [FAQ page of the website](#)

Initial Remote Education Offer

It is our ambition that high quality remote provision is accessible to children from the morning of Day 1 on any given closure (be it full or partial). We will minimise the risk of any learning time being lost by providing teachers and leaders with planning time to ensure that all children receive their entitlement punctually and to the highest standard 'maintaining aspects of school life online' (Remote Education Good Practice, Oct 27th 2020).

In extreme circumstances, a pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

Remote Education for Disadvantaged Children

Equality of opportunity will drive our leadership decisions and we will strive to ensure that all children receive the highest possible quality education whether online, on paper or at school. We expect a parity of quality for this provision. We serve a community in which access to technology and internet might be a barrier to learning, as such – but according to availability - we are committed to providing hardware for those eligible in the form of Chromebooks and routers and paper packs accompanied with resources and a timetable for each day to aid learning and ensure motivation and engagement. Where Chromebooks have been allocated, tech support will be provided over the phone through the office in the first instance.

The Welfare Manager, in collaboration with Assistant Headteachers, will allocate technology according to supply and compose and monitor a 'waiting list'. See Appendix One for user agreement.

Remote Education for Children with Additional Needs

As with 'in-school' provision, the design of teaching and learning tasks needs to take in to account a wide range of learning dispositions and abilities. We are committed to creating well scaffolded learning through a careful use of tools such as: FNL instructions and visual scaffolding (for example Communicate in Print). Electa sessions are made accessible to all through considered 'chunking' of instructions, visual cues, self-selected tasks to promote challenge and the skilful use of online 'break-out' rooms.

Some pupils with special educational needs and disabilities (SEND), may not be able to access some aspects of remote education without high levels of support. We understand this support is not always available at home. Our 'Ten Day Paper Pack' and 'Live Online Lessons' are designed to support the learning needs of the vast majority of children. Where this cannot be achieved, we allocate an INA for in-school provision for our EHCP learners and curate bespoke home learning packs for others. These contain some or all of the following:

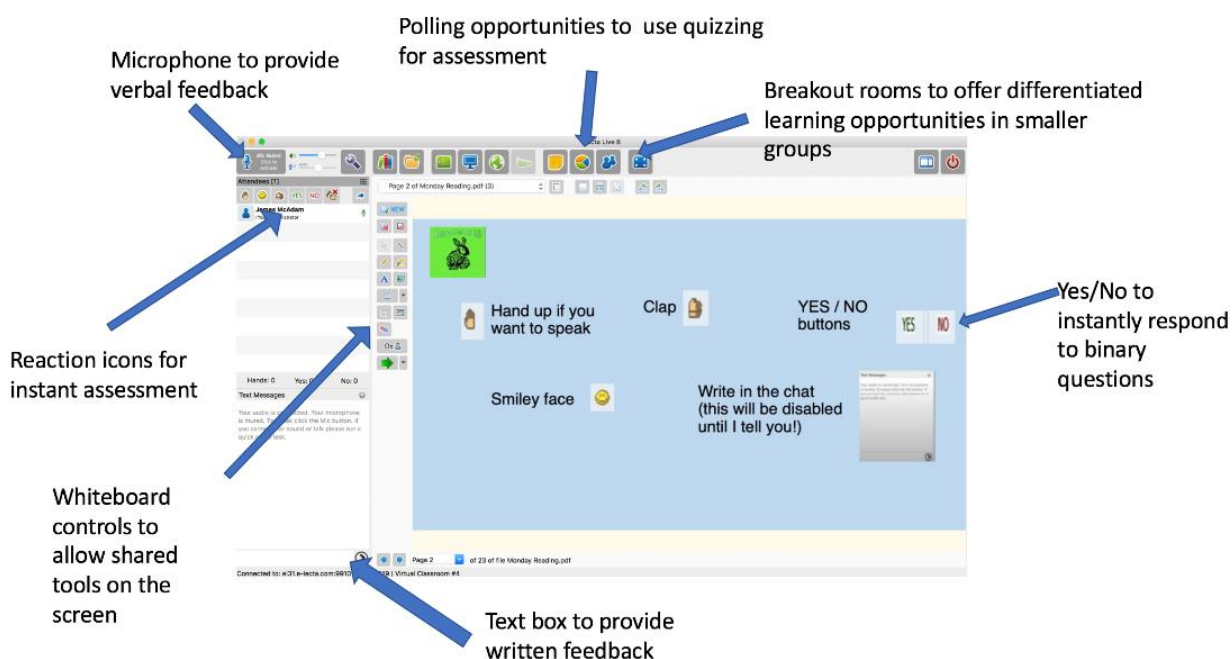
- Numicon packs
- High frequency words
- Number lines
- Laminated number formation sheets
- Handwriting practice sheets
- Enlarged print
- RWI resources
- Personalised reward stickers/motivators/incentives
- Pencil grips
- Writing tools to support developmental stage
- Learning printed onto coloured paper

Assessment and Feedback

At City Academy Whitehawk, we have demonstrated that incisive, meaningful feedback supports children with their learning and affords them the opportunity to accelerate their progress. Careful consideration is given to the needs of each child in their ability to access feedback therefore we promote and provide feedback in a number of forms.

In light of the findings of the Independent Teacher Workload Review Group (2016), we actively promote appropriate workload, as such all of a teacher's marking should be "meaningful, manageable and motivating." Where feedback takes the form of marking during this period, it must always be meaningful.

Our chosen platform, Electa has a number of tools that allow for ongoing formative assessment to inform judgements and inform future teaching.



If staff identify, through assessment of learning, that a child is finding the learning difficult and needs further support:

- Access all slides on the website and can review learning at their own pace
- Teacher phone calls
- Support emailed to parents, e.g. explanation of language used e.g. Number Bonds
- Break out rooms in lesson to allow tailored sessions for children

Staff will ensure that learning from remote education activities is assessed and, where possible and appropriate, feedback is provided. Staff will achieve this by responding to emails distributed centrally from the cawhomelearning@gmail.com email address. Teachers are expected to respond to any forwarded email and then it will be the responsibility of the administrator of the home learning email to reply to the family.

Engagement and Attendance

Pupils are expected to actively engage in the majority of the learning available to them. If the learning is too difficult or not accessible, either pupils or their parents/carers are expected to contact the school to request support.

While active engagement with remote education is hard to define and measure, as a school, we view active engagement as accessing Electa Live lessons on a daily basis, having collected a hard copy work pack or being present in school (after being identified as vulnerable or key worker). When monitoring the engagement of individual pupils, we will apply a degree of flexibility over this definition in order to take into account individual circumstances.

Teachers and school leaders will regularly monitor and review each pupil's engagement with the remote education on offer. Where there are concerns over a pupil who does not engage with much or any of the learning (including, but not exclusively, online learning), this will be viewed as an attendance concern. In this first instance school will contact the family and identify barriers to attendance and endeavour to find ways to overcome them. We acknowledge that learning remotely may be challenging. Individual circumstances E.g siblings sharing devices or workspaces or the availability of parents to support their children may mean that remote learning is accessed at different times and in different ways.

If a pupil fails to engage meaningfully despite school's efforts to remove barriers and having carefully considered any extenuating circumstances, it may be referred to the school's Designated Safeguarding Team for further investigation.

Safeguarding & Pastoral Care

School staff have a duty to safeguard children even when they are not at school. Our school's Child Protection and Safeguarding Policy remains in place and there is an addendum section that covers the unique circumstances required during a period of remote education. For further information, please refer to this policy and the addendum. In addition to this, further guidance is available in our Online Safety Policy (which also includes an addendum) and Acceptable Use Policy.

We recognise that in the event of children having to access learning through our remote education approach, as they are not at school, this can have a significant impact on their mental health and well-being, particularly if this is sustained over a longer period. We also recognise that this can have a significant impact on the health and well-being of other members of a family, including adults. Our pastoral care approach aims to support both children and families during such times by maintaining links to the normality of everyday school life and providing support where needed. We achieve this by:

- Keeping detailed records of all forms of engagement
- Welfare calls to families on a weekly basis (For our teacher resource for welfare calls, please see Appendix 3)
- Additional weekly call from Welfare Manager if CLA, CIN or CP
- Incorporating an element of physical activity to our online provision to boost wellbeing
- Keeping teachers available to children via Purple Mash email, Tapestry and the cawhomelearning email address
- Sourcing technology for families to support with their off-site learning
- Sourcing funding and food for families to ease some strain caused by the negative impact of lockdown.

Data Protection

Accessing personal data

When accessing personal data for remote education, all staff members will:

- Access the data through our secure cloud service or a server in our IT network.
- All online provision correspondence is communicated through Arbour (emails and text)
- Electa Live admin is done from school by members of the Leadership Team

- Not have access to pupil's passwords.
- *We are awaiting a response for a Pansophic Learning email address, in the meantime we are using cawhomelearning@gmail.com*

Processing personal data

Staff members may need to collect and/or use personal data such as email addresses as part of the remote education system. As long as this access and processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. Staff are reminded that if they have access to personal data, it must not be shared with other members of the school community. For example, where emails need to be sent to more than one family, staff must use the BCC function. Personal data will not be used or shared for anything other than education purposes.

Keeping devices secure

All staff members 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 outside of the CAW sibling group.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Expectations of Staff

To ensure effective and professional online teaching and learning, staff are expected to:

- Dress and interact in the same professional way that they would at school.
- If teaching from home, ensure that backgrounds are either neutral or blurred.
- Log in early to the session they are teaching.
- Ensure safeguarding and data protection expectations are followed at all times.
- When teaching an online lesson, set expectations for behaviour and interaction at the start of the session.
- When an online lesson has finished, staff will ensure that they are the last to leave the session and only when all children have logged off.
- If children or families need to be contacted through a phone call, a school telephone should be used if possible. If not possible, the 141 prefix is to be used.

Expectations of Pupils

When taking part in online learning, pupils are expected to:

- Be organised with deadlines, timekeeping and attendance.
- Dress appropriately for lessons.
- Follow behaviour and interaction expectations that have been set out at the start of the lesson.
- Ask for help if needed.
- Keep any passwords safe and do not ask other children for their passwords.
- Work in a calm learning environment. Ensure that other devices and potential distractions are switched off.

- Screenshots, photographs or recordings must not be taken.

By accessing our live lessons children, agree to certain terms and conditions to encourage appropriate use:

CAW Online Learning Expectations

So that we can learn online:

I will listen when my teacher is talking. *Stay near to your laptop/tablet so that you can hear your teacher.*

I will be on time. *Get your laptop/tablet ready before your session is going to start. Sit at a table and have some paper and a pencil with you. Your teacher will start at the time you have been given.*

I will be respectful. *Take turns to speak or ask questions. Click on the raise hand button and wait for your teacher to give you a turn to speak. If you want to answer 'yes' or 'no' click on these buttons.*

I will be kind. *Think before you send messages. Is this true? helpful? necessary? kind?*

I will be ready for learning. *Wear appropriate clothes and try not to have breaks during the session e.g. having a drink or going to the toilet.*

If possible please can you wear headphones to help prevent distractions during the lessons!

I agree to these terms and continue to CAW live lessons by

CLICKING HERE

Expectations of Parents/Carers

The effectiveness of our online learning will be optimised by appropriate and effective support from parents/carers.

- Ensure an organised approach to learning at home. It is important that parents, carers and children are all aware of the learning available. Try to plan each day with your child.
- Be positive at all times about all aspects of learning.
- Attend sessions with your child, particularly with younger children or children that need further support. If independence is appropriate for older children, monitor their engagement and attendance.
- Provide support where requested if possible. Request support from the school if you do not understand an aspect of the learning.
- Contact the school in the predetermined way if you have any questions or need support.
- Monitor your child's interaction with the online teaching and learning to ensure they are behaving positively and are promoting safe Internet practice.
- Ensure your child is working in a calm learning environment without distractions.
- Screenshots, photographs or recordings must not be taken. Discussions and images related to online teaching must not take place on social media.

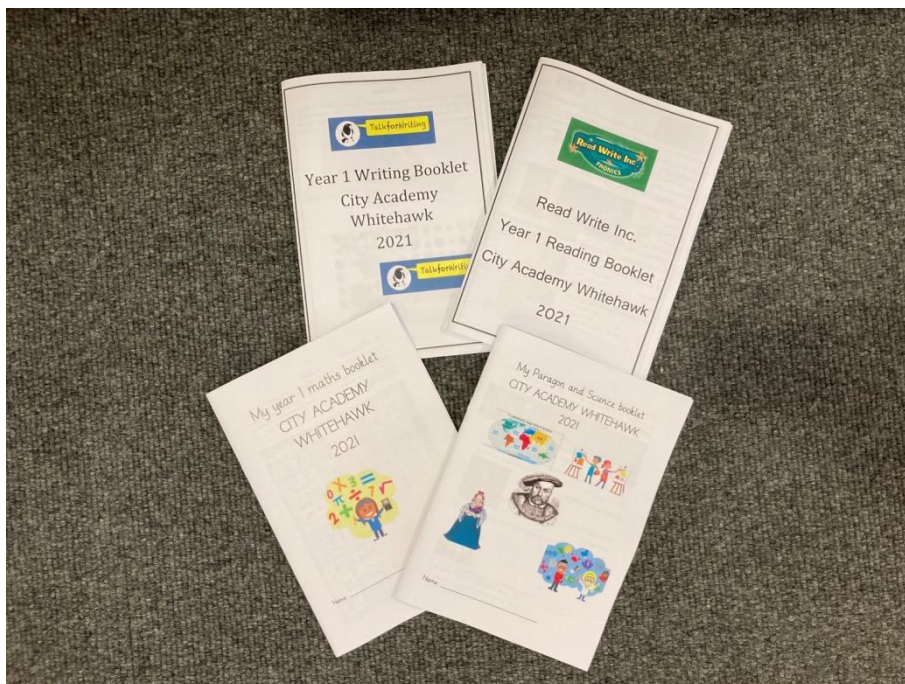
Chromebook Loan agreement

Highest Expectations Ex. All  City Academy Whitehawk 01732 631377 cawadmin@auroraacademies.org City Academy Whitehawk Whitehawk Road, Brighton East Sussex, BN2 5FL SEN/IOG LEADERSHIP TEAM: Thomas McMorris Head Teacher Claire Woodward Deputy Head Teacher Sally Smith Welfare Manager Zoe Upton Business Manager Tina Reynolds SENCO Laptop Loan Agreement - January 2021 This is an agreement for the loan of a Chromebook laptop to help your child/ren access school learning. This laptop is the property of City Academy Whitehawk and must be returned to the school as soon as home learning is no longer needed. We will contact you to request the return of the laptop if it has not already been returned, and will expect it be handed back on request. This is an expensive item, and therefore we expect the laptop, charger and carry case to be cared for appropriately, stored safely and returned to the school in the same condition as when loaned to you. It should not be left unsupervised or in insecure places. Your child will need their school Goggle login details to login and access learning on this laptop. This information is noted on the Pupils Acceptable use Agreement (inside of laptop case) By signing this agreement, I agree to the following conditions - Damage/loss By signing this agreement I agree to take full responsibility for this laptop and agree to the terms. I understand that I and the pupil are responsible for it whilst on loan to my child. I will return the equipment in its original condition, when requested by the school. If the equipment is damaged, lost or stolen, I will immediately inform Mrs Singh and when necessary the police. I may also be responsible for reasonable costs requested by the school to replace the equipment. Data Protection This equipment will not be used by anyone other than the pupil(s) mentioned below, including other children or adults in the household. Do not download additional software or apps on the laptop as its purpose is purely to access learning (Live lessons, Purple Mash or other on line learning platforms such as BBC Bitesize) Acceptable use I am aware that the school will monitor the pupil's activity on this equipment Included with the equipment is a copy of the "Pupil's Acceptable Use Agreement, which they are aware of, however I will read this agreement to my child/ren as a reminder of expectations.	I agree that my child/ren will not carry out any activity that constitutes unacceptable use. This includes - - Using any platform to bully, harass or discriminate against. - Using inappropriate or offensive language - Activity which defames or disparages the school or brings the school into disrepute - Causing intentional damage - Chromebooks do not have filtering on them. Therefore please monitor your child/ren's usage carefully to ensure they are only accessing suitable material. Laptop serial number Loaned to (Child/ren's names) Date loaned out Parent/carer Staff member Date returned Staff member Equipment complete check School records updated by/date Thank you  Thomas McMorris Head Teacher
Aurora Academies Trust A company limited by guarantee registered in England and Wales with company number 08107711 Glenleigh Park Primary Academy, Gunter's Lane, Bexhill on Sea, East Sussex TN39 4ED	Aurora Academies Trust A company limited by guarantee registered in England and Wales with company number 08107711 Glenleigh Park Primary Academy, Gunter's Lane, Bexhill on Sea, East Sussex TN39 4ED

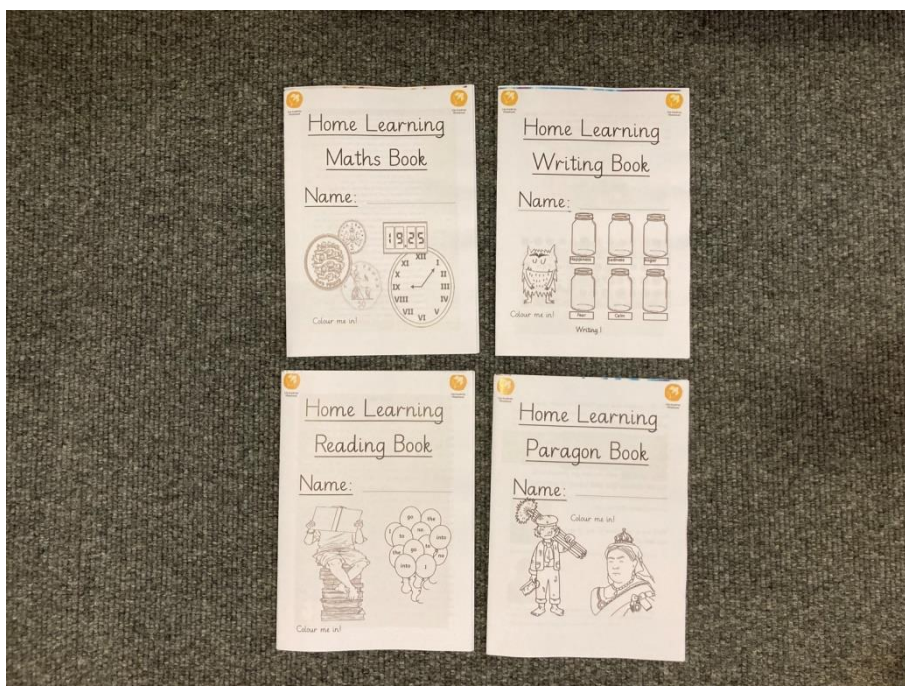
Green Bubble: Example Ten Day Paper Packs for Nursery



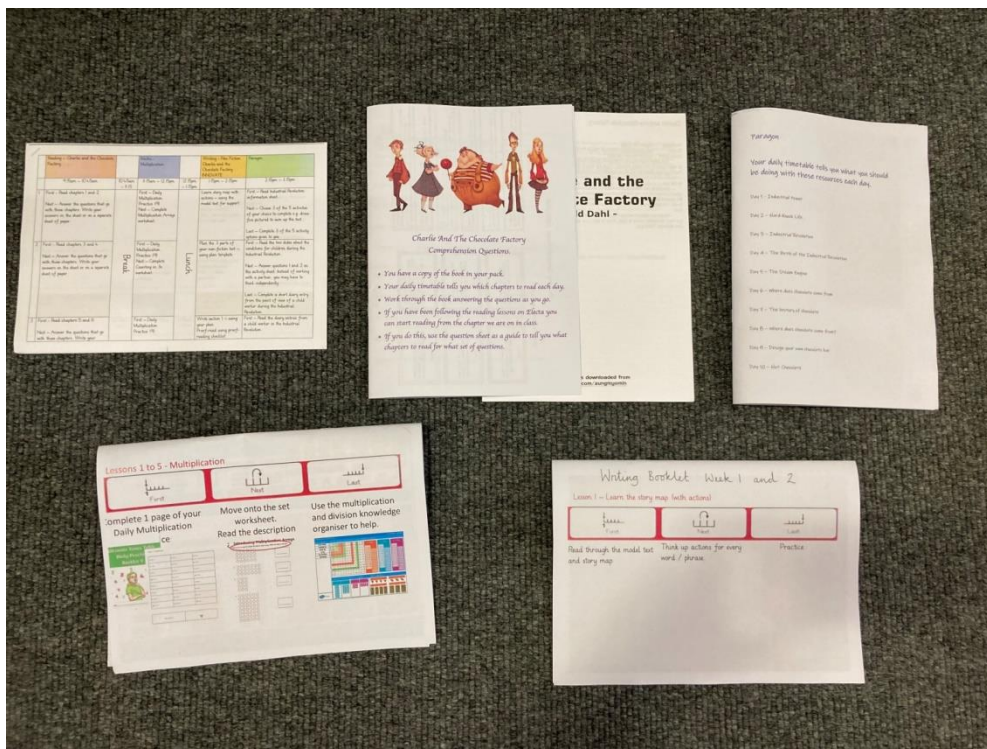
Red Bubble: Example Ten Day Paper Packs, Year 1



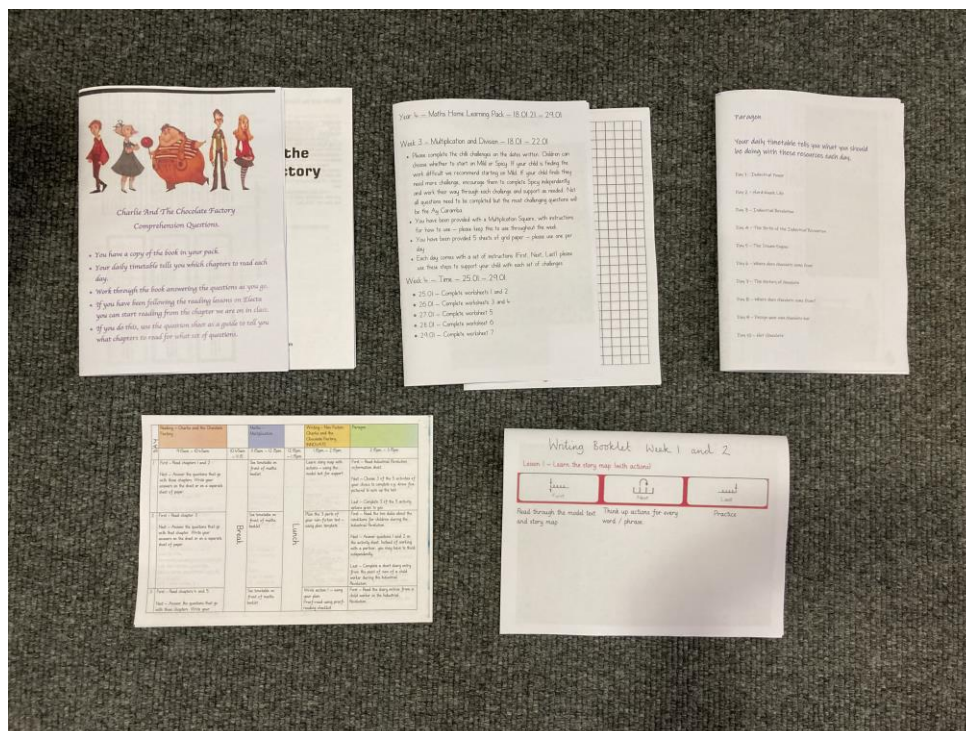
Red Bubble: Example Ten Day Paper Packs, Year 2



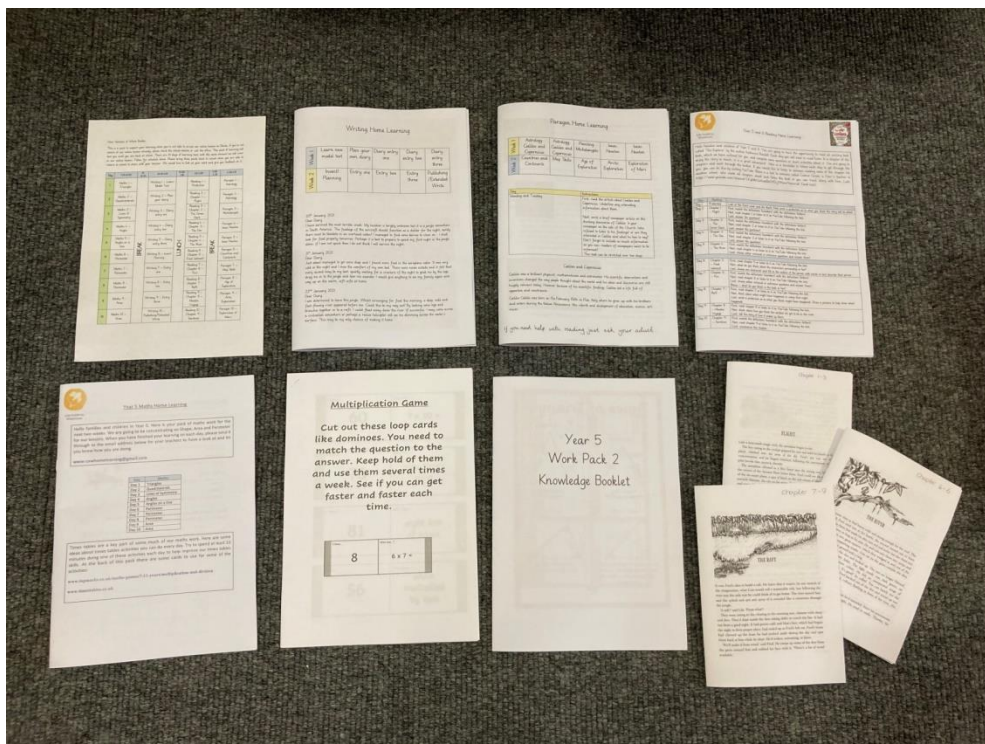
Orange Bubble: Example Ten Day Paper Packs, Year 3



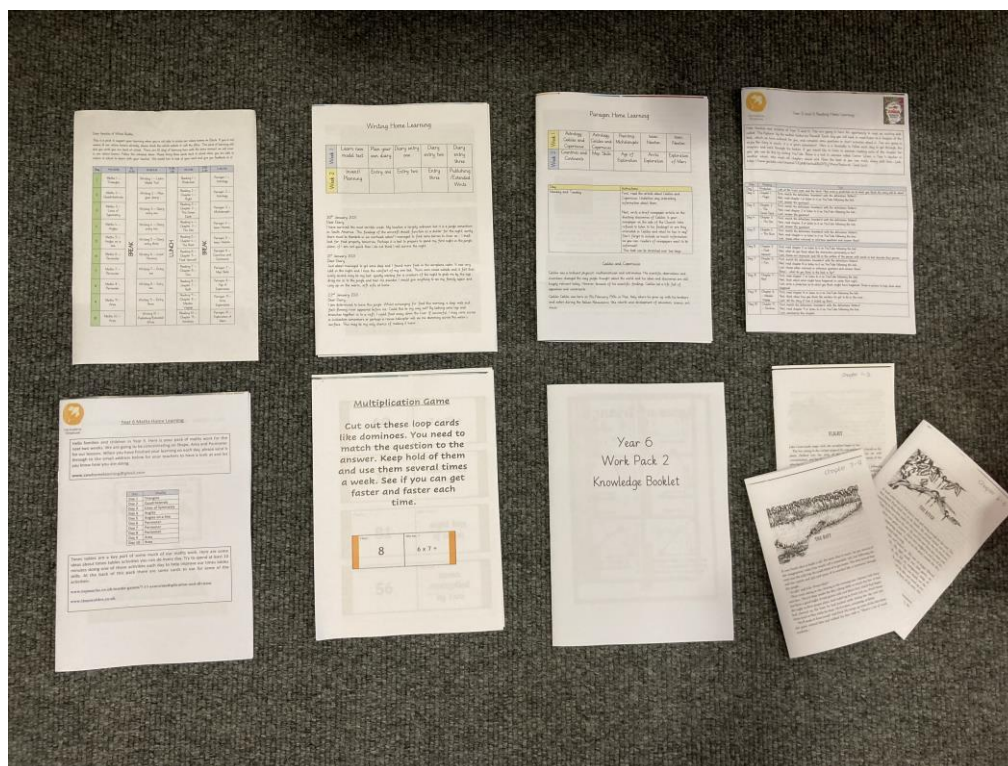
Orange Bubble: Example Ten Day Paper Packs, Year 4



White Bubble: Example Ten Day Paper Pack, Year 5



White Bubble: Example Ten Day Paper Pack, Year 6



Created: 14/01/23	 Welfare Call Protocol Rationale: It is our intent to speak to every child, every week. Sometimes this will be through the platform of Electa. This is to: - Let children know we are still thinking of them and caring for them - Offer support to families, including signposting them to other providers, many of whom may not be proactive in contacting the school for this - Check in with their learning and safeguard their wellbeing Expectations: Teaching Online Week – children who are not in school and children who are not accessing Electa Teaching in School Week – all children apart from those in school	Created: 14/01/23  Welfare Call Protocol Optional script for phone calls <i>Hello it's X calling from City Academy Whitehawk/School. I'm calling for a quick chat to see how you are getting on with your learning at home. How is it going?</i> [adult responds] <i>Thanks for the support you are giving to X.</i> OR <i>Offer support if necessary (most often: James to call re Electa, a work pack to be made). It sounds like X would be helpful. I'll organise that for you if you would like.</i> OR <i>It sounds like you are finding X quite challenging. As I've only got a short amount of time today, can I arrange for a longer phone appointment with me / Sally Singh / Tina Reynolds / James McAdam / Florella Scozzafava?</i> [ag need to book a time now, especially if it needs to be with another member of staff or book a suitable time for yourself] [adult yes or no] <i>Great, thanks. Please may I speak to X</i> [passed to child] <i>Hi X. How are you getting on with your learning at home?</i> <i>How are you feeling about being away from school?</i> [Respond suitably] <i>Thanks for chatting with me. I'll call you next week to see how you are then. Can you pass me back to your adult?</i> <i>Thanks for that. I'll call next week but if you need anything in the meantime just call the office.</i>			
	Created: 14/01/23  Welfare Call Protocol	Phone Call Flow Chart Make first phone call <table border="1"> <tr> <td data-bbox="726 1675 869 1977"> Record on CPOMS/Action any issues Get through to family. Speak to parent and child where possible. Record on CPOMS under evidence collection as 'Welfare Call made on (Initials). No further action required' OR if you have a safeguarding concern, record under Safeguarding as 'Welfare Call made on (Initials). Action required: If relevant, action any points e.g. Email Florella for packs, James for Electa issues, Tina any SEND questions. These do not need to be logged within CPOMS unless it is a real concern. </td><td data-bbox="869 1675 1141 1977"> No answer. Leave a friendly message to words of the effect of... 'Hi It's X calling from City Academy Whitehawk/School. I am X's teacher. I'm just calling to check in with you and [Child's name] and see how you are getting on with the home learning. I'll give you a ring later in the week to catch up.' </td><td data-bbox="869 1216 1141 1675"> Make second phone call Record on CPOMS/Action any issues No answer. Leave a more formal message to words of the effect of.... 'Hi It's X calling from City Academy Whitehawk/School, following up on my previous call earlier in the week. I hope you are well. I'm calling as there is an expectation to speak to every family, each week. Please get in touch with the school so we can catch up. Thanks' </td></tr> </table> Two Working Days Later Inform Sally and Florella that you've tried to call and been unsuccessful. We will take over from here and update you on any developments.	Record on CPOMS/Action any issues Get through to family. Speak to parent and child where possible. Record on CPOMS under evidence collection as 'Welfare Call made on (Initials). No further action required' OR if you have a safeguarding concern, record under Safeguarding as 'Welfare Call made on (Initials). Action required: If relevant, action any points e.g. Email Florella for packs, James for Electa issues, Tina any SEND questions. These do not need to be logged within CPOMS unless it is a real concern.	No answer. Leave a friendly message to words of the effect of... 'Hi It's X calling from City Academy Whitehawk/School. I am X's teacher. I'm just calling to check in with you and [Child's name] and see how you are getting on with the home learning. I'll give you a ring later in the week to catch up.'	Make second phone call Record on CPOMS/Action any issues No answer. Leave a more formal message to words of the effect of.... 'Hi It's X calling from City Academy Whitehawk/School, following up on my previous call earlier in the week. I hope you are well. I'm calling as there is an expectation to speak to every family, each week. Please get in touch with the school so we can catch up. Thanks'
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