

Supporting primary and secondary pupils' wellbeing at an academy

Our school has been maintaining relationships with key staff remotely or by telephone. Pupils need to know that the same staff that they trust are still there for them. Regular cards and letters to the home are also being sent.

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 two-to-one sessions to check how they are feeling and what support we can offer both in and outside of the 'class' academically and to support their mental health and wellbeing.

Sessions including more than one member of staff may be in the context of particular safeguarding issues that have arisen from bespoke risk assessments, where another adult in the virtual space is important.

In other circumstances, it may be helpful to have two young people and one member of staff. This may be for problem solving, encouraging engagement and connecting children so that they understand they are not alone whilst isolating.

We are following the same boundaries and expectations of the code of conduct used as when the academy is open.

Key stage 4 pupils continue to follow the exam courses at this time. However, we will be moving onto programmes to prepare for post-16 and transitions after the May half term. We have ensured that we have the same support staff in lessons with teachers. This means that pupils are supported by familiar people if they need it. Two-to-one sessions are also offered outside of the classroom for additional support and scaffolded learning.

We are supporting parents and carers through regular contact with them as required to offer them advice on their role in supporting their children.

The Department for Education gathered these examples of remote education practice by consulting with schools and colleges across England. Names of individuals and schools have been removed to protect their privacy.

Supporting the wellbeing of primary pupils with special educational needs and disabilities (SEND)

Our school uses ClassDojo as one of a few ways to communicate with parents and carers. Families have engaged positively with us regularly and it has formed the basis of our home education programme during this time.

During the transition period, we made bespoke home learning packs for our children which included a range of items such as bubbles, and craft materials as well as communication or choice boards and other table top activities.

In the packs, we also included specific equipment that we knew would support the children. For example, a specific cushion we have for a child via occupational therapy.

The home learning packs were sent home with our children at the point of school closure.

Adapting our programme of learning to be taught remotely

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.

The senior leadership created a 'guidance for working at home' document for all staff, which outlines ways which classes can work with families to support home learning. But also, and most importantly, includes how to support our children and families with their general welfare and how to raise any concerns that arise.

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 senior management 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 using the school ClassDojo page with a more bespoke and personalised

programme of activities, ideas and links through key workers to individual pupil ClassDojo pages.

An example of this is a daily themed signing video clip led by one of our teaching assistants on the school page, and a personalised signing video done by a key worker using a child's name and signs specific to them on a pupil's own page.

Feedback from families 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.

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[Supporting primary and secondary pupils' wellbeing at a multi-academy trust \(MAT\)](#)

- Only go outside for food, health reasons or work (but only if you cannot work from home)
- If you go out, stay 2 metres (6ft) away from other people at all times
- Wash your hands as soon as you get home

Do not meet others, even friends or family.

You can spread the virus even if you don't have symptoms.

[GAD's online advice about the insurance industry](#)

News story

GAD experts continue to provide online advice and guidance about the insurance industry to other parts of government, during the coronavirus

pandemic.



The Government Actuary's Department (GAD) has continued to provide online advice and guidance about the insurance industry to other parts of government, during the coronavirus pandemic.

Insurance insights

Experts in GAD have advised HM Revenue and Customs (HMRC) on the workings and decision-making of insurance companies both generically and on a confidential basis, on specific cases. We help HMRC analyse insurance-related cases and better understand the reasons why certain decisions may have been made, for example for capital related reasons.

GAD's advice also includes looking at factors that influence how insurance companies make investment decisions and explaining how they use financial modelling to decide their best strategies.

Collaborative working

This most recent round of advice about investments and assets, was the fourth in a series of presentations to HMRC. GAD actuary Nick Clitheroe delivered these online by video and said: "These live, interactive workshops provided an ideal opportunity for us to deliver integrated, in depth knowledge sessions which help clients on an ongoing basis."

At a joint GAD and HMRC event, before the advent of the coronavirus pandemic restrictions, we provided detailed analysis on both generic and specific cases, to help the department with its strategy. In assessing the impact of GAD's expertise at the event, attendees from HMRC said it had been very useful, saying there was a good debate generated on general and specific issues.

Online advice

During the ongoing coronavirus pandemic, GAD continues to use video conferencing and other online resources to provide advice and guidance about the insurance industry to other parts of government.

[Letter from Dame Martina Milburn to the Prime Minister](#)

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