

Enfield Virtual School Tuition Policy 2022-2023

Introduction

This policy is in line with guidance published by the Department of Education (DfE). It is primarily informed by two key recently published documents, *Promoting the education of looked after children and previously looked after children* (2018) and *Opportunity for all, Strong schools with great teachers for your child* (2022).

In line with the guidelines, Enfield Virtual School (VS) has set the framework through which the educational attainment of the children in their care is being promoted. This also includes those children located outside the authority.

“Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual School Heads (VSHs) have a key role to ensure these children have the maximum opportunity to reach their full educational potential. “(Promoting the education of looked after children and previously looked after children, 2018). Further to that, Enfield VS ensures that “evidence-based targeted support – including tutoring – is made available to every child that is behind” (Opportunity for all, Strong schools with great teachers for your child, 2022).

1. Role of Enfield Virtual School in Promoting the Educational Achievement of Looked After Children (LAC)

Local authorities have a specific duty to promote the educational achievement of Looked After Children (LAC), and as such the Enfield Virtual School has a strategic role in improving outcomes for the LAC. This is achieved by:

- Enhancing partnerships between education settings and the local authority so agencies can work together;
- Identifying the needs of children and cohorts, addressing barriers to poor educational outcomes and ensuring the pupils make educational progress;
- Offering advice and support to key professionals.
- Closing the attainment and progress gap between Looked After Children and their peers and creating a culture of high aspirations for all Looked after Children

- Ensuring that Looked After Children have access to a suitable range of high-quality education placement options and that commissioning services for them takes account of the duty to promote their educational achievement;
- Having robust procedures in place to monitor the attendance and educational progress of the children

Enfield VSH is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the Looked After Children, including those placed out-of-authority.

2. The Personal Education Plan (PEP) for Looked After Children

A PEP is a statutory requirement to ensure that a record is maintained regarding the child's educational progress and thus it forms an integral part of the child's overall care plan. The PEPs are quality assured once a term by the VS, who also ensures that the PEPs detail the following:

- Identified developmental and educational needs in relation to skills, knowledge, subject areas and experiences.
- A record of planned actions, including tuition and study support arranged to promote the educational achievement of the child, based on an assessment of their educational needs.
- Details of specific interventions and targeted support that will be used to make sure personal education targets are met, especially at the end of Key Stage 2 in relation to English and Mathematics, and at Key Stage 4 in achieving success in exams.
- Details on what will happen, or is already happening, to put in place any additional support which may be required
- Information on what will happen or is already happening, to identify and support any social, emotional and mental health needs relevant to the child's education.
- Detail on the quality of remote learning due to isolation caused by Covid- 19
- Details of what is offered to the child if the 25 hours of teaching/ training are not being accessed, which is also captured in the CEO brief.
- The child's views on their progress and what support they consider to be most effective;
- Clear accountability in terms of who within the school is responsible for implementing the actions identified in the plan.

- A description of how the Pupil Premium and Recovery Premium Grant are supporting the child's progress and attainment

3. Procedures in place to monitor educational progress of the children

Enfield VS has robust procedures in place to monitor the educational attainment and progress of all the children in their care.

Progress by schools' judgement is collected via PEPs, as well as summative assessments from schools on attendance, behaviour and SEN concerns at the end of each academic term. The VS team meet each term to review this data in conjunction with the last PEP and put in additional interventions as needed. During the review meeting, progress of all children from their starting point is also assessed. Further to that, children who are experiencing academic difficulties are regularly discussed at the VS Team Meetings fortnightly, and tuition is arranged for those who are not making progress.

4. Booster sessions

To help improve the attainment of Looked After Children and close the attainment gap between this group and their peers Enfield VS arranges booster sessions for all year groups (see addendum 1).

As one-to-one tuition has been recognised to have a particularly significant impact on LAC, all sessions are arranged to be delivered one-to-one and in person. The aim of the sessions is to address the needs of the individual pupil who has been taught a skill in the classroom, and subsequent efforts have failed to secure it. Enfield VS' expected requirement is for the tutor to liaise with the designated teachers (DTs) to find out the strengths and weaknesses for each child where possible, so this can be used as a guide to lesson preparation. This is because the strength of one-to-one tuition is increased when the tuition builds on what the pupil already knows, and when it takes into account their strengths as well as their weaknesses. The tutor is expected to apply the same principles, high expectations and standards when working with looked after children as they would with non-looked after children. The tutor is also expected to send a report for each session held. All reports are quality assured by the VS.

5. Children moving placements and children not attending school

- The Virtual School provides two weeks tuition for LAC who move placements and are out-of-borough, and for in-borough looked after children who do not have an EHCP while they are awaiting a school place. During the transition period, the looked after child remains on roll at their previous school until they start at their new placement. The arranged two-week tuition is consisted of 3 hours in-person daily sessions. Since the Covid-19 pandemic, access and content to remote and digital platforms that support in

person learning have improved significantly and have contributed to overall progress in children's learning. Therefore, on top of the arranged tuition, online pathways such as Google Classroom or Oak Academy can be used but schools should ensure that the work set is accessible and achievable by the pupil outside school. The Virtual School will direct both maintained schools and academies within these two weeks. Progress and engagement are monitored by the Virtual School via the PEP and progress reports from tuition services. This is also monitored and tracked by the Virtual School's monthly CEO brief. A collaborative approach is adopted to ensure that children do not miss education and are appropriately safeguarded. The CEO brief is sent to Enfield Admissions & Attendance, Enfield SEN, the Director of Education, the Head of Service for LAC & Leaving Care, Social Work Managers, the Head of Fostering, CAMHS, ARIS Placement Team, and IROs. This is updated monthly.

- For children with an EHCP who are placed in- borough and do not have a school placement, Enfield SEN team ensures that tuition is arranged. For those LAC with EHCP who are placed out- of- borough and do not have a school placement, Enfield VS Education Case Worker ensures that tuition is put in place by the SEN team in the new Local Authority, who have access to specialist SEN tutors within that borough. The Virtual School requests reports on the tuition that the looked after child is receiving to monitor their progress and engagement. Engagement is recorded in the monthly CEO brief. Any concerns are raised by the VS to the SEN team in the local authority and are planned and monitored by the PEP.
- For children without an EHCP who have a school placement, but are not attending school, Enfield VS will arrange face to face tuition up to 3 hours daily via National Tutoring Programme (NTP). Since the Covid-19 pandemic, access and content to remote and digital platforms that support in person learning have improved significantly and have contributed to overall progress in children's learning. Therefore, on top of the arranged tuition, the school is expected not only to provide with the additional work, but also to provide access to learning platforms for the child. Progress and engagement are monitored by the Virtual School via the PEP and progress reports from tuition services. This is also monitored and tracked by the Virtual School's monthly CEO brief.
- In the event that a child with an EHCP is placed in a Crisis Intervention agreed by Complex Issues Panel (in extreme circumstances and for short periods of time) the EHCP will remain with Enfield Council despite being out of borough, and SEN Enfield will put in tuition which is monitored by the Virtual School. If the Crisis Intervention has no educational provision and putting the child on school role would not be in their best interest, where appropriate the Head of the Virtual School will visit to quality assure. This is monitored by the PEP and the CEO brief.

- **Unaccompanied asylum-seeking children**

For unaccompanied asylum-seeking children (UASC) Enfield VS arranges two weeks of ESOL (English to Speakers of Other Languages) tuition delivered by Enfield VS ESOL teacher. Upon completion of two-week tuition Enfield VS ESOL teacher writes a progress report for each child for the school. Further to that, the VS also retains PPG for the first term since the pupil started school and arranges 1 hour of ESOL tuition weekly. During this period, Enfield VS ESOL teacher writes and shares a weekly progress report for each child with the school. In addition to that, the VS provides ESOL Top Tips for FC on how to support unaccompanied asylum-seeking children.

6. Suspensions and permanent exclusions

Enfield Council is committed to ensuring that every looked after child has the very best opportunity to succeed in their learning. The responsibility in achieving this does not lie with one individual but is shared by all adults who are involved with the pupil – this is known as the Corporate Parenting responsibility. To achieve this, the VS expects schools to use fixed term suspensions only as a last resort and expects them to avoid permanently excluding Children Looked After.

- The school has a duty to inform the social worker and/or VSH without delay and at least by the end of the afternoon session, about their decision to fixed- term exclude the child. When notifying about a suspension, the school is expected to provide details of what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil’s return to school. The arranged provision is quality assured by the VS via PEP. In addition, the VS will arrange 2 hours of tuition a day, starting with the first day of suspension, for anyone who is fix-term suspended.
- For a fixed-period suspension of more than five school days suitable full-time education for any pupil of compulsory school age must be arranged. “This provision must begin no later than the sixth school day of the suspension. Where a child receives consecutive fixed-period suspensions, these are regarded as a cumulative period of suspensions for the purposes of this duty. This means that if a child has more than five consecutive school days of suspensions, then education must be arranged for the sixth school day of suspension, regardless of whether this is as a result of one fixed-period or more than one fixed-period suspension.” (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 2022*)
- Where it is not possible or not appropriate to arrange alternative provision during the first five school days of a suspension or permanent exclusion, the school should take reasonable steps to set and mark work for the pupil. Online pathways such as Google Classroom or Oak Academy can be used but schools should ensure that the work set is accessible and achievable by the pupil outside school.
- For permanent exclusions, suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion must be arranged. The education arranged must be

full-time or as close to full-time as in the child's best interests because of their health needs.

Academic Intervention Map

National Academic Assessments

Additional academic interventions put in place

Nursery



GLD training for FCs

Reception

Letterbox
GLD training for FCs
Reading workshop with FCs

Year 1

Phonics Screening



Letterbox
Literacy Planet/Sum Dog
Phonics interventions
Reading workshop with FCs

Year 2

KS1 SAT
Phonics retake for those who didn't pass



Letterbox
Reading Recovery & Phonics interventions & Numicon for those not on track to achieve ARE and did not get Phonics
Sum Dog
Reading workshop with FCs

Year 3



Letterbox
Tuition in English & Maths for those who didn't achieve ARE at KS1 SATs
Reading Recovery (Read Write Inc) & Numicon on a case by case basis.
Sum Dog

Year 4

The multiplication tables check



Letterbox
Reading Recovery & Numicon on a case by case basis.
Sum Dog

Year 5



Letterbox
Reading Recovery & Numicon on a case by case basis.
Sum Dog
Reading recovery from VS English teacher

Year 6
KS2 SATs

Letterbox
Tuition in English & Maths in preparation for SATs
Sum Dog



Year 7

Tuition in English & Maths for those who didn't achieve ARE in Year 6

Year 8



Year 9

ESOL tuition by specialist ESOL teacher
Tuition in English & Maths in Summer term

Year 10



ESOL tuition by specialist ESOL teacher
Autumn and Spring Maths and English by vs English teacher.

Year 11

Tuition in English and Maths in preparation for exams.

GCSEs & BTECs
ESOL
Functional Skills



ESOL tuition by specialist ESOL teacher
Autumn English and Maths booster sessions and other subjects tuition
Summer school

Reading recovery for secondary school children by Virtual School English Tutor