



HIGH LANE PRIMARY SCHOOL

Contingency Remote Learning Policy

Date policy was agreed with Governors	Autumn 2020
Review Date (Govs)	Summer 2021
Person(s) Responsible	Headteacher
Signed:	Date:

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a safe, happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

Remote Learning Policy

This policy sets out the plans for Remote Learning that High Lane Primary School will take in the event of a suspected case of Covid-19, a confirmed case of Covid-19 or a local/national lockdown.

INTENT

At High Lane, our aim is to offer a curriculum rich in knowledge and skill progression that produces curious, resilient learners with a passion for lifelong learning.

Our intention is to:

Purposefully design our approach to captivating children's curiosity, through creating 'wow' moments.

Plan for achievement for all through carefully tailoring challenges, building pupils' individual learning based on their varying starting points

Carefully plan cross-curricular links to ensure that we provide meaningful and relevant learning experiences whilst teaching the statutory requirements of the National Curriculum.

Develop pupils' ability to build a range of skills and use them to interact with knowledge to enhance understanding

IMPLEMENTATION

In the event of a Covid case or local/national lockdown, we will continue to offer a broad and balanced, rich and deep curriculum. In all classes, general and individualised information and support will continue to be available through ClassDojo. This will include externally produced and/or pre-recorded videos and examples of completed work. In Key Stage 2, we will use the online platform Google Classroom alongside ClassDojo. In Key Stage 1 and Early Years, we will use ClassDojo.

Remote learning will be approached in the following way:

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>In all Key Stages, where practicable, the work set will follow the overall objectives of the class lessons for the rest of the class. Where this is not possible, work will centre on core skills and individualised areas for development</p> <p>KS2 - The child will primarily access Google Classroom from home. Completed work will be uploaded daily for the class teacher to assess and review.</p> <p>KS1 and EYFS – The parent/carer will access ClassDojo from home and support the child in accessing the activities set. Photographs of completed work will be uploaded daily for the classteacher to assess and review.</p> <p>For the very small number of children who cannot access online content, paper copies will be provided. If teaching input is required for core lessons, the teacher may direct the parent to selected relevant sources or create short pre-recorded videos themselves</p>	<p>School office to contact parents and carers to recommend a Covid test is taken and to make sure that parents know who to communicate test results too.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL</p> <p>If a child does not engage, the class teacher is to contact the parents to discuss obstacles and support.</p>

A whole bubble of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>KS2 - Using primarily Google Classroom (KS2) or ClassDojo (KS1/EYFS), the class teacher will upload tasks with accompanying worksheets/power points/video clips. As far as is possible, these tasks will mirror the work that would have been completed during the normal school day. In KS2, Children will upload the work completed daily for the class teacher to assess and review. In KS1, this will be photographed and uploaded to ClassDojo by</p>	<p>Parents to communicate test results to the school office either by telephone or email.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.</p>

<p>parents/carers. Teachers will respond via ClassDojo or Google Classrooms as appropriate.</p> <p>In the event of the class teacher being ill, in the short term children will be asked to complete the homework tasks. In the longer term, a supply teacher may be sought or another teacher may upload work to Google Classroom/ClassDojo.</p> <p>For the very small number of children who cannot access online content, paper copies will be provided.</p> <p>If teaching input is required for core lessons, the teacher may direct the parent to selected relevant sources or create short pre-recorded videos themselves.</p>	<p>Those not engaging with home learning are to receive a phone call initially from the class teacher to discuss the obstacles and support and then, if further support is needed, from a member of the SLT team.</p>
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The school has to close due to a local or national lockdown.	
Ongoing Support	Safeguarding/SEND
<p>KS2 - Using primarily Google Classroom (KS2) or ClassDojo (KS1/EYFS), the class teacher will upload tasks with accompanying worksheets/power points/video clips. As far as is possible, these tasks will mirror the work that is being completed by the pupils who are able to access face-to-face learning in school. In KS2, Children will upload the work completed daily for the class teacher to assess and review. In KS1, this will be photographed and uploaded to ClassDojo by parents/carers. Teachers will respond via ClassDojo or Google Classrooms as appropriate.</p> <p>In the event of the class teacher being ill, in the short term children will be asked to complete the homework tasks. In the longer term, a supply teacher may be sought or another teacher may upload work to Google Classroom/ClassDojo.</p> <p>For the very small number of children who cannot access online content, paper copies will be provided.</p>	<p>Parents to communicate test results to the school office either by telephone or email.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call initially from the class teacher to discuss the obstacles and support and then if further support is needed from a member of the SLT team.</p>

If teaching input is required for core lessons, the teacher may direct the parent to selected relevant sources or create short pre-recorded videos themselves	
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IMPACT

Through using the remote online platforms Google Classroom and ClassDojo, we hope that all the children at High Lane Primary School will be able to continue to articulate their learning, show progress against their bespoke targets and are prepared for the next stage of their education.

SEND Remote Learning Provision

At High Lane Primary School, through our remote learning, we will continue to provide a broad and balanced curriculum for all children. When planning remotely, teachers will continue to set suitable learning challenges and respond to children's diverse learning needs. Teachers will take into account the requirements individual children may have and make provision accordingly thus enabling all children to participate effectively in curriculum and assessment activities. The Learning Support Service will advise on appropriate content as necessary and may deliver face-to-face learning in school.

Teachers may take the following approach to remote learning:

Adapt learning by providing different tasks for certain children who have are supported through the SEND Support stage of SEND. The focus of some the resources sent home will link directly to their plans.

Practical games which could either be played online or offline, linked to specific areas of needs and targeted at the correct level for the child to understand.

Provide sensory activities or visuals to support learning.

Any therapist or specialist agencies who provide regular support and advice will be contacted and asked to make contact with the family.

