



HIGH LANE PRIMARY SCHOOL

Contingency Remote Learning Plan

Date plan was agreed with Governors	Autumn 2020
Reviewed	Spring 2021
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 Plan

What is remote education?

Typically 'remote education' is used to describe situations where pupils are being taught remotely in their own homes rather than at school in a classroom. However, 'remote education' also includes situations where a teacher is working remotely and teaching a class of pupils at school, e.g. the teacher is teaching from home because they are self-isolating or shielding.

'Remote education' is often used to refer to teaching and learning that takes place online. However, it also covers teaching and learning using hard copy resources such as text books and worksheets.

This document 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.

We fully acknowledge the significant pressures that remote learning can place on parents and pupils. We also recognise that pressure on the school and staff is immense at this time as we redesign an effective and comprehensive way of learning remotely whilst maintaining a high quality of teaching and learning for face-to-face learning. However, we are committed to working together to overcome the barriers and provide a high quality of education for all of our pupils, based on well-considered research based approaches within the constraints we face and resources available to us.

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

This curriculum intent remains constant whether pupils are learning face to face or remotely

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 the school's chosen platforms and through communications with the school.

The remote curriculum: what is taught to pupils at home

Remote learning will be approached in the following way:

The first day or two - 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.	
Ongoing Support	Safeguarding/SEND
<p>Where possible, we will facilitate a prompt and seamless transfer to remote learning that broadly follows the learning being undertaken in school.</p> <p>Where there are barriers to this, alternative content and approaches may be provided for the first day or two. This may be paper based or electronic revision of previously taught learning, signposting to Nationally recommend video/online content or a short project based approach.</p> <p>A list of the main resources we will use can be found at the end of this document</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>

After the first day or two

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>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>

<p>A list of the main resources we will use can be found at the end of this document</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>	
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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 parents/carers. Teachers will respond via ClassDojo or Google Classrooms as appropriate.</p> <p>Wellbeing check ins may be via 1-1 telephone call or through group video sessions</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>A list of the main resources we will use can be found at the end of this document</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</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>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>

sources or create short pre-recorded videos themselves.	
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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>Wellbeing check ins may be via 1-1 telephone call or through group video sessions</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>A list of the main resources we will use can be found at the end of this document</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>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>

Remote teaching and study time each day

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

	Minimum number of hours of remote provision (including remote teaching and independent work)
EYFS	3 hours – resources to be used as required
Key Stage 1	3 hours

Supporting pupils who do not have access to suitable online access

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents have been asked in a parental survey if they do not have access to digital devices or online access
- Where parents/carers inform us that their children are unable to access remote online education, we will use our best endeavours to lend laptops or tablets to pupils and support families in accessing the Internet
- Provide paper based work, either to be collected at school or delivered to families and discuss with parents how completed work can be submitted to school

How will our pupils be taught remotely?

We use a combination of the following approaches to teach pupils remotely and will constantly review our provision in light of new research evidence and Government guidance:

Some examples of remote teaching approaches that may be used:

- Pre-recorded, Government approved video/audio teaching (e.g. Oak National Academy lessons),
- Video/audio recordings made by teachers
- Step-by step-activities with modelled examples (sometimes with audio guidance)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks, worksheets and reading books pupils have at home
- Access to online reading books
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- Live video/phone check-ins (subject to appropriate safeguarding risk-management strategies)

It is expected that all staff will use a balance of these approaches to deliver the objectives of their Year Group curriculum. However, as in face-to-face learning, the choice of which remote teaching strategies used for each lesson/subject will be left up to the teacher's professional judgement, as they are in the best position to plan and deliver the programme of work for each individual cohort of pupils according to age and stage of development. Consistent key stage or whole-school methods will also be used, as appropriate (eg pre-recorded video check ins).

Role of Teachers

- To ensure that the quality of learning is sustained in the remote learning package.
- To use their professional judgement to select appropriate delivery styles for the lessons, based on the objectives and the needs of the cohort
- To provide feedback in a timely manner where it will make the most impact on learning.
- To communicate with parents if they have any concerns and work alongside them to suggest workable and sustainable solutions to barriers to learning, within time, resource and staffing constraints
- To check in with parents and children.
- To ensure that the curriculum offer mirrors the offer in school as closely as possible.
- To follow the school's safeguarding procedures at all times
- To monitor the engagement of pupils and take action to discuss with parents and carers when children are not engaging with the learning that has been set by the teacher

Role of Parents and Carers

The support of our parents and carers is essential in enabling our children to succeed with the very challenging task of engaging fully with their remote learning. For this reason, we expect that all parents and carers will use their best endeavours to enable their children to engage with their remote learning. This includes:

- Providing a suitable work area, as far as this is possible in their individual family circumstances and flagging to school if this is not possible
- Talk to their child about how the day will be organised - when will they be learning, when are the breaks, when is the finish time etc.
- To contact the class teacher via their Class Dojo if they have any difficulties.
- Ensure children take regular breaks and get active throughout the day.
- Promote positive behaviour and wellbeing raise any concerns with the school so that support can be offered
- Providing access to technology where this is possible (or asking for support from school for this where it is not).
- For younger children or those with SEND, we would also ask that parents support the children by explaining the instructions given by the teacher, supporting them in accessing their online content and uploading their work to the required platform
- Parents may also be able to support their children further using the teachers' guidance to help their child understand their learning, although we fully appreciate that this is not realistic for everyone and is sometimes very difficult within the constraints of the home environment and parents' own work commitments.

Role of Pupils

- Follow all our usual computer safety rules.
- If you see something that is worrying or unkind, tell your parents.
- Complete your learning each and every day.
- Tell your grown up if you are finding it too hard or too easy.
- Do your best and work as hard as you would in school.

Engagement

- Class teachers will keep a log of the engagement of pupils across all subjects
- If there are concerns about the level of engagement the Class Teacher will contact the parents to offer support and guidance.
- If after subsequent support engagement has not increased, the Class teacher will pass their concerns on to their Headteacher who will contact the family and consider appropriate next steps

Feedback

Regular feedback and/or next steps will be given to pupils on the work they are submitting. This may be in the form of:

- Written comments and scaffolds
- Oral comments
- Videos
- Whole class feedback
- Quizzes
- Automatic marking through online apps

SEND Remote Learning Provision

Through our remote learning, we will continue to provide a broad and balanced curriculum for all children. We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils.

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.

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.

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.

Our remote learning offer will be regularly reviewed and adapted to ensure we provide the best education we are able to offer to our pupils within the considerable challenges of the Covid19 pandemic.