

# Remote Learning Policy



January 2021

<b>Approved by:</b>	<b>Date:</b>
<b>Last reviewed on:</b>	January 2021
<b>Next review due by:</b>	October 2021

**In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Stanley School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and the individual needs of the children may require the use of tangible/sensory objects to support learning.**

**This plan will be applied in the following instances:**

- 1. Individual pupil/small group are required to self-isolate due to symptoms, a positive case or quarantine.**
- 2. A whole class bubble or wider bubble is self-isolating because of an outbreak of coronavirus**

**The plan complies with the expectations and principles outlined in the DFE document *Guidance for Full Opening of Schools*.**

*Government guidance for full school opening states the following:*

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

**In developing these contingency plans, we expect schools to:**

- \* use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- \* give access to high quality remote education resources
- \* select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- \* provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- \* recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

**When teaching pupils remotely, we expect schools to:**

- \* set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- \* teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- \* provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- \* gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- \* enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- \* plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example, where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Teachers will be required to provide as good an education experience as is available when on site education can take place as possible. The response required for remote learning will be split into two types.

First, individual pupils isolating and secondly when it is necessary for an entire class or bubble to access learning at home.

In the first instance when an individual is isolating the teacher will liaise with home through system already well embedded in school such as online communication tools or telephone consultation. Work will be provided by staff for the individual to ensure synchronous learning to their class based counterparts. Staff will also use home school communication to ensure the safeguarding of the child and family.

In the second instance where an entire bubble/class is required to close the response will be two fold. Home learning packs have been prepared for each child which will contain a variety of individualised and relevant resources including activities and learning tools. To accompany these packs teachers will be expected to provide a similar timetable of activities to those already being provided in class. An example of a time table can be found in Appendix A.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Stanley School makes that provision available and accessible to all.

It is important that pupils engage as completely as possible with remote learning. However, as a SEND setting we appreciate that due to the changes in pupils routines and circumstances it will be necessary for teachers and adults to ensure that pupils' individual and sensory needs are met. By meeting these needs first, teachers and adults will be able to facilitate effective learning. Remote learning expectations should be in line with maintaining good mental health for pupils and parents. This will vary from family to family and so an individualised approach to expectations should be adopted

If children themselves are too ill to attend then they should not be expected to engage in home learning.

**NB If parents are unhappy with the home learning arrangements in place for their child they can liaise directly with the class teacher in the first instance. If unhappy with the response, they should contact the Head or Deputy Head teacher.**

#### **Software and online platforms**

Whilst we acknowledge the difficulties for the majority of our pupils engaging with online learning platforms, weekly plans will include the use of activities found on some learning platforms, where appropriate. This may include the use of Purple Mash, The Oak Academy (SEND resources) Bug Club and BBC Bitesize.

Class Dojo will be used to liaise directly with parents to support pupils learning at home and for parents to submit any home learning achievements through the use of photographs and messages on the pupil's portfolio

Google Meet/Zoom will be used for the class daily video check in.

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#### **Worksheets and Practical Resources**

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work (or this will be available for collection/posted as soon as possible). Children will have immediate opportunity to continue their learning. The work packs should be basic skills work that related specifically to the pupils IEP.

**Plan 1 individual pupils/small group are required to self-isolate due to symptoms, a positive case or quarantine**

ONGOING SUPPORT	SAFEGUARDING
<ul style="list-style-type: none"> <li>• Child to be provided with work pack sufficient to cover isolation period initially.</li> <li>• This will include work directly related to the individuals IEP and reinforce basic skills at an appropriate level.</li> <li>• Using Class Dojo the Class teacher will upload videos, work or links to appropriate activities.</li> <li>• The class teacher will decide which materials/ mode of learning is most appropriate to for the individual.</li> <li>• Weekly class timetable will be shared via Class dojo</li> <li>• Completed “work” will be submitted on the individual pupil’s portfolio on Class Dojo and checked by class teacher- providing feedback.</li> <li>• Class teacher will aim to communicate via Google Meet at least once per week.</li> </ul>	<ul style="list-style-type: none"> <li>• School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to school office as soon as received</li> <li>• If child is entitled to FSM ensure food made available through school kitchen or voucher scheme</li> <li>• 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 class teacher or pupil liaison.</li> <li>• If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support.</li> </ul>

## Plan 2- a whole class/cohort are required to self-isolate due to a positive case

Ongoing Support	Safeguarding
<ul style="list-style-type: none"> <li>➤ Teachers will schedule a Google Meet with the children and/or parents for the following day (after isolation). This will be as a class collective or through individual video meetings and phone calls to ascertain the condition of children and families.</li> <li>➤ Teachers will also share a timetable of learning –appropriate to needs of class group</li> <li>➤ Children to be provided with work pack- collected or posted in necessary. This will include work directly related to the individuals IEP and reinforce basic skills at an appropriate level.</li> <li>➤ The class teacher will decide which materials/ mode of learning is most appropriate to for the individual pupils in class.</li> <li>➤ Each day will begin with a Google Meet ‘registration’ where possible.</li> <li>➤ Following this will be a prerecorded teaching input which will be tailored to suit the needs of individual pupils and classes. This will then be followed by a task related to the original input. Parents will then be expected to use the online tool “Dojo” to submit evidence for teachers to comment on.</li> <li>➤ During snack and meal times parents will have targets shared from schools “read me before you feed me” cards which will encourage parents to develop good eating habits and improve pupils independence skills. Parents will again be expected to log evidence of progress towards these targets through Dojo.</li> <li>➤ Finally, during the afternoon as in the morning teachers will provide a prerecorded input followed by a task to be completed.</li> <li>➤ Completed “work” will be submitted on the individual pupil’s portfolio on Class Dojo and checked by class teacher- providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>• School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to school office as soon as received</li> <li>• If children are entitled to FSM ensure food made available through school kitchen or voucher scheme</li> <li>• If children are 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 class teacher or pupil liaison.</li> <li>• If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support.</li> <li>• Any concerns re: safeguarding should be reported using the safeguarding procedures outlined in Safeguarding policy.</li> </ul>

## Appendix A- Example of Weekly Timetable

Please note we are aware that times at home are from ideal and would encourage as much participation as possible whilst supporting your child's individual and sensory needs.

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Greeting, Online get together/video call	Morning Greeting, Online get together/video call	Morning Greeting, Online get together/video call	Morning Greeting, Online get together/video call	Morning Greeting, Online get together/video call
Gather and collect red items for the day	Gather and collect orange items for the day	Gather and collect yellow items for the day	Gather and collect green items for the day	Gather and collect blue items for the day
Pre Filmed Lesson or activity  Maths - Working in IEP targets (I will send more guidance soon)	ILS activity - IEP targets  (I will send more guidance soon)	Pre Filmed Lesson or activity  Literacy - Working in IEP targets (I will send more guidance soon)	Pre Filmed Lesson or activity  Maths/Literacy activity linked to IEP target (I will send more guidance soon)	Pre Filmed Lesson or activity  ILS activity
Lunch time - I will send home some meal time targets where possible please contribute to evidencing of progress.	Lunch time - I will send home some meal time targets where possible please contribute to evidencing of progress.	Lunch time - I will send home some meal time targets where possible please contribute to evidencing of progress.	Lunch time - I will send home some meal time targets where possible please contribute to evidencing of progress.	Lunch time - I will send home some meal time targets where possible please contribute to evidencing of progress.
Pre Filmed Lesson or activity  Understanding the world activity  Purple Mash activity please see To-do List	Pre Filmed Lesson or activity  Art activity  Purple mash colouring activity please see To-do	Pre Filmed Lesson or activity  Music activity  Choose three different styles of songs to listen to and monitor the reaction to different songs e.g. rock, classical, jazz	Physical activity  Please watch and take part in cosmic kids session here <a href="https://www.youtube.com/watch?v=5rymXdOwW68">https://www.youtube.com/watch?v=5rymXdOwW68</a>	Pre Filmed Lesson or activity  Review work on dojo and celebrate achievement
Parents to upload to Dojo Evidence into portfolios.	Parents to upload to Dojo Evidence into portfolios.	Parents to upload to Dojo Evidence into portfolios.	Parents to upload to Dojo Evidence into portfolios.	Parents to upload to Dojo Evidence into portfolios.
Feedback to parents/pupils	Feedback to parents/pupils	Feedback to parents/pupils	Feedback to parents/pupils	Feedback to parents/pupils