

# Highfield Community Primary School Remote Education Learning Plan

This document outlines our plans for remote education or 'home learning', should our children need to self-isolate and/or in the event of a bubble or whole-school closure. It is our intention to ensure pupils and families are equipped in order to easily transition into home learning, if necessary, supported by all our staff at Highfield Community Primary School.

This plan has been developed in consultation with parents who were surveyed as to their preferred learning platforms. In general parents of older pupils preferred live lessons whereas parents of our younger pupils wanted recorded input from teachers. The overwhelming majority of our parents favoured an approach that involved pupils recording their work in books. This has heavily influenced our approach whilst also taking into account government guidelines and the wellbeing of staff.

## Where a child/family has to self-isolate or quarantine

Parents are advised that all travel to foreign countries is a risk at present, and that during any absence due to a quarantine imposed following such travel, we will expect children to complete all work assigned by the school.

The learning tasks for children to complete will be mainly online. Any parents who are unable to access learning online will need to request a learning pack from school. Your child will have immediate access to:

- Their current reading book
- Bug Club
- Purple Mash/Mini Mash (EYFS-Y6) <https://www.purplemash.com/login/> (Maths, Science, Geography, Music, RE, PHSCE, History, Environment, Art and Design)
- Daily Maths and English activities that are being carried out in class uploaded to Class Dojo
- BBC Bitesize <https://www.bbc.co.uk/bitesize/primary>
- Topic information (school website) - Curriculum, Termly Overviews

Activities will link to work being explored in school and as much as possible, will be linked to our current topic. We will share further links to Physical and Well-being activities through school texts, emails or Class Dojo and will share children's learning via our usual social media platforms. Learning packs should be collected within 24 hours of the school making parents aware that they are ready. It should be collected by a friend or relative of the family who is not under direction to self-isolate.

## In the event of a 'bubble' closure

In the event of a bubble closure, teachers and children will use the following online learning programs and methods of feedback:

### **EYFS**

- Ideas for activities that parents can do with their children will be uploaded at the start of each week
- Pre-recorded phonics lessons will be uploaded daily to Class Dojo
- The teacher will do a live story time session on Microsoft Teams each afternoon.
- Parents and children will be able to share any learning done that day with their teacher on Teams (live) or via Class Dojo

### **Y1,2 & 3**

- Pre-recorded phonics/spellings sessions will be uploaded to Class dojo daily
- Maths - Power maths text book and work book will be sent home for the children to use. Teachers will pre-record a daily explanation and upload this to Class Dojo
- English – A 2 week unit of poetry and grammar will be planned. Teachers will pre-record daily input which will be uploaded to Class Dojo
- One other subject (Science, topic, PSHE, PE) will be provided daily (apart from on the day when children would normally do Forest School). This will follow on from previous learning. Pre-recorded explanations, videos from other providers will be provided on Class Dojo
- The teacher will do a live session on Microsoft Teams each afternoon.
- Parents and children will be able to share any learning done that day with their teacher on Teams (live) or via Class Dojo

### **Y4,5, & 6**

- Maths - Power maths text book and work book will be sent home for the children to use. Teachers will teach a live lesson on Microsoft TEAMS (which will also be recorded for pupils who cannot access it live). Children will complete work in their work book.
- English – A 2 week unit of poetry and grammar will be planned. Teachers will teach a live lesson on Microsoft TEAMS (which will also be recorded for pupils who cannot access it live)
- One other subject (Science, topic, PSHE, PE) will be provided daily (apart from on the day when children would normally do Forest School). This will follow on from previous learning. Pre-recorded explanations, videos from other providers will be provided on Class Dojo
- A pre-recorded spelling lesson will be uploaded to class dojo 3 times a week.
- The teacher will do a live story time session on Microsoft Teams each afternoon.
- Parents and children will be able to share any learning done that day with their teacher on Teams (live) or via Class Dojo

Teachers (who are self-isolating) will manage their class's learning from home UNLESS they become ill, in which case, children will be directed to learning on Class Dojo by members of the SLT.

All curriculum subjects which are being covered in school will continue wherever possible.

If a bubble is isolating the Learning Mentors, Miss Jolly and Miss Scott and/or the Headteacher, Mr Proctor, will contact parents to check on well-being and any further needs. Teachers will ensure that contact is made with all parents / guardians of children who are not engaging in learning online, to discuss why and to offer support. This will be done by class dojo or email. Non-engagement following this will be referred to a member of the leadership team.

## If the school has to fully close

In the event of a whole school closure, teachers and children will be taught as above. Teachers will be supported to set work in line with the curriculum and engagement will be monitored. If there is a requirement to make provision of key workers and vulnerable children, they will follow the same learning plan as the children are at home.

## Expectations for staff

(please note this will change if the teacher becomes unwell)

- Each day teachers will upload their English and Maths work to Class Dojo before school starts to allow those individuals unable to attend school to keep up with their peers
- If a bubble closes, learning will be set on a daily basis and include English, mathematics and relevant curriculum work.
- Online resources, Purple Mash, Bug Club will be utilised to support learning.
- Feedback will be provided on learning through Class Dojo and TEAMS
- Class teachers will follow up on any children who have not engaged with learning and record information on CPOMS.
- Attend staff meetings via TEAMS.

## Expectations for Parents and Carers

- Support learning at home by providing a safe space for children to focus.
- Maintain communication with school and the class teacher.
- Support children to log onto online resources.
- Inform school if they are struggling with technology
- Collect power maths books from school or contact school if they are unable to do so.
- Ensure that books are collected by an adult who is not isolating.
- Contact school if their child or household member tests positive for COVID.

## Key Worker and Vulnerable Provision

In the event of a whole-school closure, we would revert back to providing childcare for identified Key Worker/Vulnerable children. This will be staffed by TAs with teachers focusing on providing remote learning with opportunities for regular interaction.

The Senior Leadership Team will identify all children entitled to this provision, with a final list being created 48 hours after the school's closure. The school will generate this list based on those accessing the provision in 2019/20 and understanding of the current needs of children and families in school.

An additional capture of those who may be entitled to this provision either because they are new or due to a change in circumstances will be organised immediately following the school's closure. This data will be collected by surveying parents and carers.

## Remote Education Principles

- Curriculum alignment: remote learning plans follow the same sequence as learning in school, with pupil access to subjects across the curriculum
- High quality resources online and through learning packs, that mirror those used in face-to-face teaching where applicable and appropriate.
- Feedback and assessment of learning should remain regular, in line with normal curriculum expectations
- Pupil welfare and emotional needs are supported through nurturing and physical activities.

## Keeping Children Safe

Keeping our children safe continues to be our top priority. All staff at Highfield Community Primary School have a continuing responsibility to promote the safety and welfare of the children and protect them from harm.

During this period a number of principles remain the same:

- The best interests of the children come first
- Anyone who has a safeguarding concern must raise their concerns immediately with the Designated Safeguarding Lead (DSL) – Andrew Proctor Headteacher - or Deputy DSLs –Andrea Jolly or Jane Smethurst
- Children should be protected online and reminded of Internet Safety rules through resources shared as part of home learning.
- When making phone calls, staff can check-in with the child as well as the parent to support well-being.
- Staff should adhere to the school's policies and ensure that they uphold the professional expectations of the establishment.

## DfE Guidance on Remote Education Summary

- Remote education, where needed, is high quality and aligns as closely as possible with inschool provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- 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.

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
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback
- 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.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/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
- 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 avoid an over-reliance on long-term projects or internet research activities.