

LSEAT (Bromley Hub) Remote Learning Contingency Plan

Introduction

This contingency plan outlines our strategy for students in the event of blended learning/ remote learning if required.

Due to all our provisions being AP or special schools then we will be operating to Tier 4 of the DfE COVID-19 guide for local decision makers which states “AP, Special schools and other specialist settings will allow for full-time on-site attendance of all pupils”.

This plan is underpinned by moral imperative to equip our students with essential knowledge and skills which can be delivered remotely as well as face to face if there is need to isolate either as an individual, as a class or bubble. It is essential that there is alignment between face to face and remote learning so that if a student needs to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. There is a statutory duty to ensure all students who are self-isolating are provided with remote learning materials within the first 24 hours of self-isolation.

The need for equity must be identified prior to any blended learning and support for both parents and students in accessing effective learning will be addressed.

Different provisions will use different remote learning platforms which they have previously used to support learning remotely and therefore students and their families are familiar with the operation and therefore are more likely to access the learning with minimal support.

DfE guidance on remote education: Summary of key points

Remote education, where needed, is **high quality and aligns as closely as possible with in-school 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:

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<p>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</p> <p>Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback</p> <p>Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p> <p>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.</p> <p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</p> <p>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</p> <p>Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p> <p>We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p> <p>All students will be expected to have remote learning work set for them with key stage 1 pupils receiving 3 hours and key stage 2 pupils receiving 4 hours of learning per day.</p> <p>Key principles of remote learning highlighted by Education Endowment Fund (2020) and Professor Paul Kirschner (2020):</p> <p>Recorded learning is no less effective than live learning</p> <p>All students must have access to technology, particularly disadvantaged students</p> <p>Different approaches are required for different students</p> <p>Stick to essentials - do not overload with new materials as students learn less when they are learning remotely at any one time</p> <p>Focus on maintaining previously learned subject matter and then scaffold new learning into this</p> <p>Learning new things needs to connect to previous learning to be embedded in the long-term memory</p> <p>By providing detailed examples of what you want them to achieve will aid in their learning</p> <p>Providing feedback is essential in remote learning and needs to focus on the work and not effort</p> <p>Small bite size chunks of learning is more effective than large projects to create motivation and focus</p>	
<p>To enable teaching and learning to continue as effectively as possible during the need for remote learning:</p>	<ul style="list-style-type: none"> • Work will be uploaded onto Class Dojo on the first full day of isolation. This will include all core lessons (phonics, maths and literacy). A member of the class team will call to talk through the expectations and answer any questions. The learning can be sent via email or in a work pack on request. • We will make daily contact with parents via Class Dojo. This could be in the form of a typed message or a short, pre-recorded video.

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- We will not use live lessons but provide frequent and clear explanations of new content using high quality resources and pre-recorded videos.
- Monitor the phone logs to ensure families are called daily and any issues are followed up by the appropriate person/ team
- Monitor the engagement of pupils learning on daily basis and report any concerns so these can then be followed up ASAP
- Communicate daily/ frequently with families through Class Dojo, email and phone calls.
- Weekly assemblies – key themes
- Daily lessons of phonics (Read, Write, Inc), numeracy (White Rose), literacy (Power of Reading is continuing to be delivered although has needed adapting as many lessons would usually include group discussion and activities that could not take place at home) and PSHE.
- Assembly, art, PE, topic and science lessons are sent home once a week in addition to the daily lessons.
- All pupils are set a phonics and maths target by the intervention lead and these continue to be reviewed on a fortnightly basis.
- Clear log on and log off times for each day for both students and staff.
- Concise instruction for accessing online platforms as provided by Class Dojo.
- Communicate with parents of new children with regards to academic levels and adjust learning to best meet these needs.
- There will be single point of contact for support with the learning platform in the event of a partial shutdown or the needs for individual isolation. They will support with the technical side of logging on and as a liaison in relation to learning.

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	<ul style="list-style-type: none"> • Current planning will have regards for the possibility of non-attendance due to isolation and or shutdown. Planning will include commentary about how the planned learning will be supported. • Monitoring of learning will continue through SLT and intervention lead. • Well-being is being supported by the therapy team through videos and activities on Class Dojo.
<p>Our staff will:</p>	<ul style="list-style-type: none"> • Daily pre-recorded videos will be sent to all pupils. These will include a morning welcome video, literacy input, PE lessons and PSHE lessons. • All teaching staff to give regular feedback to pupils and teachers to give next steps if appropriate. • Contact and talk to each pupil on a daily basis. • Teachers have adapted medium term planning to ensure that all learning can be delivered remotely.
<p>Our pupils/students will be expected to:</p>	<ul style="list-style-type: none"> • Log on to the appropriate remote live or recorded video sessions each morning and complete the registration task. • Watch any learning videos/join learning sessions, taking a full and active part in them • Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video • Watch their story time each day • Use online resources such as White Rose, Read Write Ink, Power of Reading and any other resources provided by the school. • Engage with the learning and practice key skills including, phonics, number work, reading and writing.

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<p>Parents are responsible for:</p>	<ul style="list-style-type: none"> • Set a clear routine with each child using the timetable and the daily learning set • Read all communications that come out from the school to ensure they are fully aware and up to date with news. • Support their children to complete all of the learning set • Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email • Ensure courtesy and politeness to any member of staff within any communication • Provide access to the learning offered for their children • Support their children by emailing the teacher pictures of completed work for assessment and feedback • Any absences are reported accordingly. • Ensure courtesy and politeness to any member of staff within any communication <p style="text-align: center;">Support at home may be varied and should be taken into account in the activities/ work set for each child.</p>
<p>How to access work</p>	<p>Digital audit has been issued to all parents.</p> <ul style="list-style-type: none"> • Where possible student will be supported with the accessing of digital devices. • This will be quality assured by the teaching and learning lead for each provision to ensure acceptable standard of work is being provided on a daily basis on Class Dojo. • All staff trained to access the learning platforms to a high level of competence. • Parents/ carers and students will have specific staff emails to contact in regard to concerns about work and then schools will

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	<p>contact parents/ carers and students to ensure there is clarity and work can be carried out moving forward.</p> <ul style="list-style-type: none"> • We will also provide learning packs for students who prefer to work from hard copies or are unable to access digital devices. The work packs will be copies of the learning that has been sent out via Class Dojo or may be slightly adapted to enable pupils to access this without using a digital device.
<p>Vulnerable and Key Workers</p>	<p>In light of a self-isolation, class or bubble closure, the school will be open at all times for Key Worker children and vulnerable children. They will be placed into specific Bubbles with 2 consistent members of staff. They will complete all remote learning set by their class teachers on laptops provided by the school. When self-isolation, class or bubble closure is complete then the vulnerable/ key worker children will return to their classes accordingly.</p>
<p>Communication</p>	<ul style="list-style-type: none"> • There will be an expectation of daily phone calls to all students by key staff • Email addresses of key staff will be provided to all parents/ carers • Students will be able to communicate with teachers and support staff via learning platforms and also using work school emails • Some students will be contacted by staff on Zoom with always two staff attending such contact • Parents/ carers will be provided with emergency numbers for SLT and welfare officers • All communication will be tracked using our remote learning record. • All communication that requires logging will be written up on Behaviour Watch.

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Teacher Workload	Teacher workload must be manageable with clear expectations of timelines for work to be returned. SLT must be very aware of the balance with face to face and remote working for different children at any one time and other staff should be used to support teaching staff to upload and support where necessary to ensure all staff have appropriate work/life balance during any partial/ full lockdown.
Therapeutic Support for Students and Staff	Therapeutic support, where possible, we continue with contact being made with families directly from the therapy team. This may be in the form of keeping in touch, independent activities or calls or Zoom meets.
Safeguarding Measures	<p>By using the learning platform Class Dojo we are conforming to GDPR regulations in terms of data protection and sharing of data.</p> <p>Access to learning platform Class Dojo is restricted to individual users which means families are only able to access their child's accounts while at home. Any work added to a child's account should be their own, and examples of peers work should only be shared with the permission of the parent of that child and should celebrate accomplishment or effort alike.</p> <p>If at any time safeguarding concerns are raised when a child is online then normal safeguarding processes will be followed by the member of staff working with the child.</p>