

# Remote Learning - Contingency Plan

This document is intended for parents, so that parents know what to expect if the school must educate students remotely for any of the reasons below. This guidance has been written in line with the Government on-going guidance, the latest being issued in September 2020. It will be updated regularly according to further changes.

This plan outlines the remote learning provision that Chase Bridge will provide at each of the stages below:

1. Individual pupil absence - COVID related or established, longer term circumstances
2. 'Bubble' isolating
3. Year group isolating
4. School closure - entering Tier 4 -

**Tier 4:** all nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: **vulnerable children and the children of critical workers**. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. **Remote education to be provided for all other pupils.**

For children with special educational needs (SEN) we realise this will have an impact on how Education Health and Care Plans are delivered. Extra attention will be given to meeting the individual needs of children and young people with SEN and their families in the event of school closure or partial school closure.

Our plan recognises technology has a key role to play in our remote learning offer, while understanding that not everyone has access to the internet or their own laptop all the time. As a result, we will make 'paper only' resources available to families as appropriate, as well as discuss device loaning

## I. Individual pupil absence

### EYFS

#### Platforms

#### Remote Learning Provision

**Provide the remote learning expectations attached for individual pupil absences - covid related and established, longer term circumstances.**

*When initial contact is made by the parents to the office, the parent will be advised to email the class teacher to get access instructions for the remote learning. At this stage, it is therefore the parent's responsibility to contact the teacher.*

*Teachers: ensure parents have relevant log-in details.*

Google for Education

Tapestry

A learning pack of the materials below in-line with curriculum expectations for each year group will be provided. The materials will last up to 10 days each half term.

#### Guidance

A guidance sheet will be provided within each year group folder explaining the different resource materials and any online work which will be set.

#### Content

- 1) Daily literacy/phonics resources
- 2) Daily mathematics resources
- 3) Materials linked with: communication and language; physical development; personal, social and emotional development; understanding the world; expressive arts and design.

#### Communication

Teachers will inform parents about the learning packs, where to find them and the relevant links needed to access the materials.

Discuss the predicted length of absence.

**I. Individual pupil absence****- Years 1 - 6****Platforms****Remote Learning Provision**

**Provide the remote learning expectations attached for individual pupil absences - covid related and established, longer term circumstances.**

*When initial contact is made by the parents to the office, the parent will be advised to email the class teacher to get access instructions for the remote learning. At this stage, it is therefore the parent's responsibility to contact the teacher.*

*Teachers: ensure parents have relevant log-in details.*

Google for Education

Tapestry

Mathletics/TTRS

Spelling Shed

Seesaw (in line with what the class is receiving)

A learning pack of the materials below in-line with curriculum expectations for each year group will be provided. The materials will last up to 10 days each half term.

**Guidance**

A guidance sheet will be provided within each year group folder explaining the different resource materials and any online work which will be set.

**Content**

- 1) Daily English (a mix of writing, reading & SPAG) resources
- 2) Daily maths resources.
- 3) Mathletics and Spelling Shed will be used for some sessions where applicable to age range - clear access instructions will be on the guidance sheets.
- 4) Topic grid - between 8/10 self-select activities which will cover various subjects linking with the overall theme for that half term.
- 5) Instructions for accessing the Seesaw assignment in line with what the class is receiving (weekly homework activity)

**Communication**

Teachers will inform parents about the learning packs, where to find them and the relevant links needed to access the materials.

Discuss the predicted length of absence.

## 2. 'Bubble' isolating - EYFS

### 3. Year group isolating

#### Platforms

#### Remote Learning Provision

**Provide the remote learning expectations attached for all pupils within the bubble.**

*When bubble closure is announced, all parents will be sent an announcement via Tapestry detailing: what will be provided, where it can be found and what communication will take place.*

*Teachers: ensure parents have relevant log-in details.*

Google for Education

Tapestry

Remote learning will be provided via Tapestry. All resources provided are in-line with the curriculum content they would be learning if they were at school, as well as take into account the varying abilities of the class group by providing layers of challenge/further support. This will begin one day after the bubble closure has been announced to allow the teacher time to prepare the lessons online. Lessons for the day will be scheduled to go live at 8:00am each day.

#### Timetable

A 2-week block of learning will be provided. The timetable will show which lessons have been provided each day; the timetable will show the learning intention, activity outline and further challenge suggestions.

#### Content

Each day will consist of:

- Literacy
- Mathematics
- Communication and language; physical development; personal, social and emotional development; understanding the world or expressive arts and design.
- Daily physical activity

Each session will have an element of teacher led instruction and interactive teaching to go alongside them i.e teacher modelled tasks, voice recorded explanations, video examples, Google Meets etc. This will vary in type and length depending on the lesson type.

#### Communication

Feedback will be provided by a member of staff in the EYFS team via Tapestry in line with the school's teaching and learning policy.

Between the hours of 8:30 - 3:30 - Class emails will be checked daily; Tapestry communications will provide a continuous link between home and school, with additional phone calls made where necessary.

## 2. 'Bubble' isolating - Years

### 1 - 6 3. Year group

#### isolating

## Platforms

## Remote Learning Provision

**Provide the remote learning expectations attached for all pupils within the bubble.**

*When the bubble closure is announced, all parents will be sent an announcement via Seesaw detailing: what will be provided, where it can be found and what communication will take place.*

*Teachers: ensure parents have relevant log-in details.*

Seesaw

Google for Education

Mathletics/TTRS

Spelling Shed

*Ensure pupils have relevant log-in details*

Remote learning will be provided primarily via Seesaw. All resources provided are in-line with the curriculum content they would be learning if they were at school, as well as take into account the varying abilities of the class group by providing layers of challenge/further support. This will begin one day after the bubble closure has been announced to allow the teacher time to prepare the lessons online. Lessons for the day will be scheduled to go live at 8:00am each day.

### Timetable

A 2-week block of learning will be provided. A weekly timetable will be provided each week of isolation. The timetable will show which lessons have been provided each day; the timetable will show the learning intention, activity outline and further challenge suggestions. Children should log into Seesaw each morning to check their timetable and see their scheduled activities for the day.

### Content

Each day will consist of:

- English
- Maths
- Foundation subjects
- Daily physical activity

Each session will have an element of teacher led instruction and interactive teaching to go alongside them i.e teacher modelled tasks, voice recorded explanations, video examples, Google Meets etc. This will vary in type and length depending on the lesson type.

### Communication

Feedback will be provided by a member of staff in the year group team via Seesaw in line with the school's teaching and learning policy. Our Seesaw family app allows for parental feedback on children's work.

Between the hours of 8:30 - 3:30 - Class emails will be checked daily; communications via Seesaw announcements will provide a continuous link between home and school, with additional phone calls made where necessary. Seesaw will be the primary point of contact and thus should be checked daily.

<p><b>4. Tier 4: full school closure - EYFS</b></p>	<p><b>Platforms</b></p>	<p><b>Remote Learning Provision</b></p>	
<p><b>Provide the remote learning expectations attached for all pupils within Chase Bridge.</b></p> <p><i>When Tier 4 is announced, all parents will be sent an announcement via Tapestry detailing: what will be provided, where it can be found and what communication will take place.</i></p> <p><i>Teachers: ensure parents have relevant log-in details.</i></p> <p>This should also be provided to the full-time pupils on site (vulnerable children and the children of critical workers).</p>	<p>Google for Education</p> <p>Tapestry</p>	<p>Remote learning will be provided primarily via Tapestry. All resources provided are in-line with the curriculum content they would be learning if they were at school, as well as take into account the varying abilities of the class group by providing layers of challenge/further support. This will begin one day after the bubble closure has been announced to allow the teacher time to prepare the lessons online. Lessons for the day will be scheduled to go live at 8:00am each day.</p>	
		<p><b>Timetable</b></p>	<p>A weekly timetable will be provided each week of isolation. The timetable will show which lessons have been provided each day; the timetable will show the learning intention, activity outline and further challenge suggestions.</p>
		<p><b>Content</b></p>	<p>Each day will consist of:</p> <ul style="list-style-type: none"> <li>● Literacy</li> <li>● Mathematics</li> <li>● Communication and language; physical development; personal, social and emotional development; understanding the world or expressive arts and design.</li> <li>● Daily physical activity</li> </ul> <p>Each session will have an element of teacher led instruction and interactive teaching to go alongside them i.e recording the screen while the teacher models the task, modelling on a whiteboard/talking through the lesson, voice recorded explanations, video examples, Google Meets etc. This will vary in type and length depending on the lesson type.</p>

		<b>Communication</b>	<p>Feedback will be provided by a member of staff in the EYFS team via Tapestry in line with the school's teaching and learning policy.</p> <p>Between the hours of 8:30 - 3:30 - Class emails will be checked daily; Tapestry communications will provide a continuous link between home and school, with additional phone calls made where necessary.</p>
		<b>Assessment</b>	<p>Assessment opportunities provided to gauge how well pupils are progressing as directed by the Assessment leader.</p>

**4. Tier 4: full school closure - Years 1 - 6**

**Platforms**

**Remote Learning Provision**

**Provide the remote learning expectations attached for all pupils within Chase Bridge.**

*When Tier 4 is announced, all parents will be sent an announcement via Seesaw detailing: what will be provided, where it can be found and what communication will take place.*

*Teachers: ensure parents have relevant log-in details.*

This should also be provided to the full-time pupils on site (vulnerable children and the children of critical workers).

- Seesaw
- Google for Education
- Mathletics/TTRS
- Spelling Shed
- Ensure pupils have relevant log-in details*

Remote learning will be provided primarily via Seesaw. All resources provided are in-line with the curriculum content they would be learning if they were at school, as well as take into account the varying abilities of the class group by providing layers of challenge/further support. This will begin one day after the bubble closure has been announced to allow the teacher time to prepare the lessons online. Lessons for the day will be scheduled to go live at 8:00am each day.

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		<b>Assessment</b>	Assessment opportunities provided to gauge how well pupils are progressing as directed by the Assessment leader.