



Cheadle Primary School

COVID-19 Remote Learning Policy 2020-21

Agreed and adopted by Cheadle Primary School Governing Board

Date: October 2020

Cheadle Primary School has developed this plan to ensure that learning can continue during the pandemic. The Government requires that children continue their learning should they have to be at home due to isolation, the closure of a bubble or Lockdown. The number of hours expected for each Key Stage is detailed below.

INTENT:

- To ensure that we have a plan that can be up and running **as soon as possible** should a need arise to educate a child /class/ bubble off site.
- To support our pupils to **continue to receive the best teaching and learning that we can facilitate** under these difficult conditions and to **minimise lost learning** as much as possible.
- To provide a '**learning at home**' structure which balances an expectation of 3-4 hours of work per day (KS2), 2-3 hours (KS1), and 1-2 hours (EYFS) with flexibility and the need to respect difficulties parents and carers may have in supervising and supporting this expectation.
- To ensure **consistency in the approach** to remote learning for pupils who are not in school.
- To keep the model as simple as possible to ensure that pupils, parents/carers and teachers know what is being asked of them.
- To provide remote learning that is **available and accessible to all**. This will be in a range of formats including printed resources in order to meet the needs of different households and preferred learning styles of our children.

This plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#) and will be applied in the following instances:

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| 1. When children are well but must <u>isolate for 2-3 days</u> whilst waiting for a test result (either themselves or a member of their household) |
| 2. When children are well, but must isolate for up to 14 days <u>whilst their class is in school</u> |
| 3. When a child is shielding but <u>their class is in school</u> |
| 4. When a class or bubble must isolate following a confirmed case of COVID-19 |
| 5. The closure of school during term time due to COVID-19 or Lockdown |

IMPLEMENTATION

A child who must isolate because they or someone else in their household is waiting for a test result	
Ongoing Support	Safeguarding/SEND
<p>The child will access Google Classroom and Purple Mash from home. They should complete the consolidation and revision tasks placed in the folder 'Short Term Provision'. This is a folder of work designed to cover 3 days of absence from school.</p> <p>Reading/spellings/times tables every day – 10 minutes for each, each day will be part of all pupils' remote learning programme.</p> <p>You may be directed to other relevant online support materials.</p> <p>If a child does not have internet access, paper based packs will be provided.</p> <p>Children in EYFS will receive a combination of online and practical learning.</p>	<p>School office to contact parents/carers to check that they have access to the internet for home learning.</p> <p>School office to record date a test has been taken.</p> <p>Parents/carers to communicate Covid-19 test results immediately to the school office either by telephone or email.</p>

A child who must isolate for up to 14 days because they or a member of their household has a positive test.	
A child who is shielding.	
Ongoing Support	Safeguarding/SEND
<p>For the first 3 days, the child should access and complete the work set in the 'Short Term Provision' folder.</p> <p>Then, using Google Classroom and Purple Mash, the class teacher will upload tasks with accompanying worksheets/power points/ video clips etc to reflect the work that is being completed in class by the other children. This is so that children at home are not disadvantaged or get behind.</p> <p>Reading/spellings/times tables every day – 10 minutes for each, each day will be part of all pupils' remote learning programme.</p> <p>If teaching input is required for core lessons (English, Maths and Science), the teacher may direct the parent to relevant resources or upload recorded lessons.</p> <p>Children should upload the work completed daily for the class teacher to assess, review and feedback. If the work cannot be uploaded in this way then completed work should be photographed and uploaded to Google Classroom.</p> <p>Children in EYFS will receive a combination of online and practical learning. Parents will be asked to upload a photo/video of completed practical tasks.</p> <p>If a child does not have internet access, paper based packs will be provided.</p>	<p>School office to contact parents/carers to check that they have access to the internet for home learning.</p> <p>Vulnerable children: the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call (record on CPOMS).</p> <p>Those not engaging with home learning will receive phone calls from the class teacher to discuss any obstacles and additional support that may be required.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCo will make arrangements for those to continue.</p>

A class, bubble or the whole school closes for up to 14 days. The school closes due to a COVID-19 outbreak or Lockdown.	
Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom and Purple Mash, the class teacher will upload tasks with accompanying worksheets/power points/ video clips, recorded lessons etc, by 3.30pm the day before, to allow parents to see the learning materials prior to supporting their child. These tasks will reflect the full curriculum that would have been completed during the normal school day. Children will upload the work completed daily for the class teacher to assess, review and feedback.</p> <p>Reading/spellings/times tables every day – 10 minutes for each, each day will be part of all pupils’ remote learning programme.</p> <p>Children in EYFS will receive a combination of online and practical play based learning. Parents will be asked to upload a photo/video of completed practical tasks.</p> <p>If a child does not have access to remote online learning, paper based packs will be provided and this may be supported through phone calls.</p> <p>If teaching input is required for core lessons, the teacher may direct the parent to relevant resources or upload recorded lessons.</p> <p>In the event of the class teacher being ill, in the short term children will be asked to complete tasks that are already uploaded to Google Classroom. In the longer term, another teacher or teaching assistant may upload work to Google Classroom.</p>	<p>School office to contact parents/carers to check that they have access to the internet for home learning.</p> <p>Vulnerable children: the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call (record on CPOMS).</p> <p>Those not engaging with home learning will receive phone calls from the class teacher to discuss any obstacles and additional support that may be required.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue.</p> <p>In the event of a lockdown, staff will call parents on a regular basis to do a mental health and well-being check in for all children.</p>

IMPACT

By adopting the inclusive strategy outlined above, we are ensuring that as far as possible, learning time is not lost and children will have the minimum of disruption to their learning and progress. We will continue to complete regular assessments and provide catch up intervention should it be needed for groups and individuals.

SEND Provision

Teachers will continue to set suitable learning for children with individual learning needs. They will take the necessary steps to ensure that learning for children who have a SEND Support Plan or EHCP is suitably adapted and accessible. Work may include sensory activities or link directly to their plans.

Any therapist or specialist agencies who provide regular support and advice will be contacted and asked to make contact with the family.

Our SENDCO, will liaise with families of our EHCP children regularly to ensure that they are able to access the required resources for their child.

We are a UNICEF Rights Respecting School and this policy and procedure reflects the Rights of the Child.

“Article 28: You have the right to a good quality education.”

