



CONTINUITY OF LEARNING PLAN Remote Learning



GUIDING PRINCIPALS

- Children self-isolating or shielding **must** have access to their entitled education
- Online learning **must** be safe and secure
- Provision of a high-quality, challenging programme of learning in core and wider curriculum subjects
- Enables easy, direct communication between child and teacher for questions, clarification and feedback
- Responsive to children's learning needs including children with SEND
- Equality of access for all children including those without devices
- Manageable for children given potential need for independence.

OFFER	General Home Learning Resources	Online Remote Learning offer through LVC	Communication with parents/children	Support for children with significant SEND/Vulnerable children
➤ PHASE 1 Individual/ small number of children self-isolating	Pre-prepared pack of work to include: Spellings/Phonics focus, Science, Maths Key skills, English Writing (including handwriting and grammar) and Reading activities. Home Learning challenges to be sent in pack. Work needs to be linked to content that will missed. Paper packs/ thin books for English and Maths learning to be recorded in – teacher will review and give feedback once these are returned. Student login details - passwords needed to access online learning platforms, including: TT Rockstars, CENTURY, MyOn, Active Learn.		Pastoral care team (PCT) member to contact parents and child regularly – well-being focus, FSM – food parcel arrangements, Resilience Funding applications etc. Class teacher/year group TA to make contact at twice per week to discuss learning. Teachers can review work emailed or uploaded onto virtual classroom. Phase Leaders/SLT to contact children not engaging in home learning to discuss the obstacles and offer support.	SENDCO will support class teachers with creating work packs for children with a EHC/ children with significant SEND. Where children would normally receive additional support from SEND agencies, the SENDCO will plan for these to continue via Teams where appropriate and possible. Vulnerable children: Pastoral care team (PCT) member to contact vulnerable children at least once per week – well-being focus, FSM – food parcel arrangements, Resilience Funding applications etc. Home visits to carry out 'Safe and Well' checks will

➤ **PHASE 2**
Whole class/ year
group bubble
collapses for self-
isolation

General resources –
 Pre-prepared pack of work to include: Spellings/Phonics focus, Science, Maths Key skills, English Writing (including handwriting and grammar) and Reading activities. Home Learning challenges to be sent in pack. Work will be basic skills priorities for the year group. Paper packs/ thin books for English and Maths learning to be recorded in – teacher will review and give feedback once these are returned. Student login details - passwords needed to access online learning platforms, including: TT Rockstars, CENTURY, MyOn, Active Learn.

EYFS/KS1 Class teachers to create daily SWAY – activities to include – EYFS: Phonics and Prime Areas of learning. KS1: Phonics, Maths, Reading, English Writing and Science. Coverage of current content in teaching schedule where appropriate or this term’s learning review. SWAY links can be emailed or sent via MME. Teachers to invite children to twice weekly well-being live lessons using TEAMS.

KS2 Class teacher will upload daily lesson schedule, resources (including pre-recorded lessons) and activities onto the Lozells Virtual Classroom into Remote Home Learning schedule and resources channel. The teacher will invite children to at least two live lessons per day using TEAMS. (To be reviewed once engagement is known.) Teacher will share screen of PowerPoint and

EYFS/KS1 –Children with access to a device will log into LVC live lessons through TEAMS at least twice weekly.

KS2 - Children with access to a device will log into LVC live lessons through TEAMS daily.

EYFS/KS1/KS2: Year group team member to contact parents and child regularly at least once during self-isolation period – well-being focus, FSM – food parcel, safeguarding as necessary.

be organized as needed – led by DSL/Deputy DSL staff.

Where children would normally receive additional support from Children’s Social Care agencies, the DSL will plan for these to continue and will continue to liaise with agencies.

SENDSCO will contact parent of children with EHCP needing a bespoke, individual schedule, lessons and resources to discuss and agree provision. SENDSCO will support class teachers with this. Where children would normally receive additional support from SEND agencies, the SENDSCO will plan for those to continue via Teams where appropriate and possible. SENDSCO will schedule one lesson per day via TEAMS for children self-isolating at home – details of times to be shared with parents.

Vulnerable children:
 Pastoral care team (PCT) member to contact vulnerable children at least once per week – well-being

➤ **PHASE 3**
Lockdown where
key worker and
vulnerable pupils
are in school (more
than 30 pupils)

children at home can take part in the lesson using the exercise book provided in the home learning pack.

focus, FSM – food parcel arrangements, Resilience Funding applications etc. Home visits to carry out ‘Safe and Well’ checks will be organized as needed – led by DSL/Deputy DSL staff.

Where children would normally receive additional support from Children’s Social Care agencies, the DSL will plan for these to continue and will continue to liaise with agencies.

Learning content as PHASE 2 plus -

Each critical key worker school bubble will have TA/ teachers assigned on a rota to supervise. TA/teachers not supervising CW bubbles will continue to support remote home education.

EYFS/KS1 Class teachers to create daily SWAY – activities to include – EYFS: Phonics and Prime Areas of learning. KS1: Phonics, Maths, Reading, English Writing and Science. Coverage of current content in teaching schedule where appropriate or this term’s learning review. SWAY links can be emailed or sent via MME. Teachers to invite children to twice weekly well-being live lessons using TEAMS.

KS2 Class teacher will upload daily lesson schedule, resources (including pre-recorded lessons) and activities onto the Lozells Virtual Classroom into

Year group assigned TA team member to contact parents and child regularly at least once every two weeks – well-being focus, FSM – food parcel

SEND/CO/TAs will deliver in – school support for children attending with EHCs. SEND/CO will schedule one ‘Well-being’ lesson via TEAMS for children self-isolating at home – details of times to be shared with parents.

SEND/CO will contact parent of children with EHCP needing a bespoke, individual schedule, lessons and resources to discuss and agree provision.

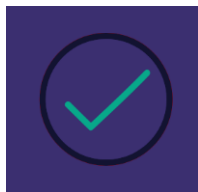
Vulnerable children:

Pastoral care team (PCT) member to contact vulnerable children at least once per week – well-being focus, FSM – food parcel arrangements, Resilience Funding applications etc. Home visits to carry out ‘Safe and Well’ checks will

	<p>Remote Home Learning schedule and resources channel.</p> <p>The teacher will invite children to at least ONE live lesson per day using TEAMS. (To be reviewed once engagement is known.) Teacher will share screen of PowerPoint and children at home can take part in the lesson using the exercise book provided in the home learning pack.</p>	<p>be organized as needed – led by DSL/Deputy DSL staff.</p> <p>Where children would normally receive additional support from Children’s Social Care agencies, the DSL will plan for these to continue and will continue to liaise with agencies.</p>
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Preparing Children for Remote Learning - Checklist for school

Practicalities



- Do children have a device to access their learning online?
- If children do not have a device, can one be given?
- Do families have WiFi in their homes?
- Do children have their student login cards and can they log in?
- Do children have siblings that they are sharing their device with?
- Have children and parents had the Remote Learning letters, technical guides, class email and home-school agreement information?
- Have children been given the work pack and English and Maths exercise books (Remote Learning Home-school agreement to be stuck in)?

Communication with families

Essentials



- Does school have an up-to-date email address for parents?
- Maintain regular contact and follow school processes to refer families for additional support.
- Are children unwell with COVID 19 symptoms? When did this start?
- Which children are eligible for FSM support? Refer to pastoral team for support with food parcels.
- Class teacher/pastoral care team staff member to complete record of contact.

Helping children transition from school to home learning

Maintenance



- Share information clearly with parents about how to support their child best – key advice and age appropriate schedules of lessons.
- Encourage parents to help their children follow a schedule including non-screen time and well-being activities.
- Offer technical support and devices where eligible/possible to support home learning – creation of a FAQ document to include RM Unify, Home Learning and use of TEAMS
- Class Teachers monitor children's engagement and learning completed.
- Teaching and learning opportunities are responsive to children's learning journey.

Remote Home Learning Agreement
September 2020
Lozells Primary School

School



Class teachers agree to:

- Ensure essential information is shared with children and parents/carers.
- Upload appropriately challenging learning tasks weekly to the LVC matched to the curriculum sequence.
- Ensure children without access to technology are not disadvantaged in their learning.
- Work alongside SENDCO to differentiate/scaffold work where necessary.
- Review chat stream on LVC daily and use to communicate with children.
- Monitor learning completed and alter planning in response to needs
- Communicate with parents using their class email – responding within 1 working day.

Lozells Primary School

Child



Children agree to:

- Demonstrate a good learner attitude when working at home.
- Follow the schedule of lessons daily.
- Use RM Unify and Lozells Virtual Classroom safely, sensibly and respectfully.
- Talk to their teacher about their learning at home.
- Ask their family or teacher if they need help.
- Share their learning with their teacher.

Your teacher understands that if you are unwell you will need to rest and hopes that you get better quickly.

Parent



Parents/carers please:

- Follow Government guidance for self-isolation as a family.
- Support your child with their learning at home and encourage your child to read daily.
- Help your child to follow the weekly schedule suggested by class teachers.
- Encourage your child to have a break away from their device regularly throughout the day.
- Communicate with your child's class teacher for help or to share concerns using the class email address or by calling the school office.
- Tell school if you, your child or someone in the family becomes unwell with COVID 19 symptoms, has a positive test result or is unable to complete work set.

**We understand some parents may be working at home also.
Thank you**