Cannon Lane Primary School

Remote Learning Plan

September 2020

Cannon Lane Primary School Remote Learning Plan

This remote learning plan has been devised to ensure continuity of learning for any pupils in self-isolation or in the event of a local or national lockdown. This plan covers three possible scenarios (see below). This plan offers remote learning opportunities using a range of digital platforms. If families have difficult in accessing digital platforms, the school will provide hard copies of learning resources and will keep in touch via telephone.

This plan will be applied in the following instances:

1. Individuals are self-isolating because of a positive test or symptoms within the household; they are demonstrating symptoms; they have been identified as a contact by NHS Test & Trace.
2. A class or year group bubble are self-isolating because of a positive case within a bubble.
3. There is a local or national lockdown where the school is closed for all pupils except key workers and vulnerable pupils.

This plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools and is guided by the following principles:

- Learning will be aligned with our current curriculum
- Children will participate in a range of subjects each day
- High quality explanations, interventions and feedback will be made by the class teacher (and support staff where possible)
- Children's work will be checked through uploads to Google Classroom and feedback will be provided
- Learning will be of the equivalent length of a normal school day
- Adapted resources will be provided to support pupils with additional needs

Digital Platforms

Within all scenarios, teachers will set appropriate work in line with our current curriculum, using a range of platforms. Work will be posted on Google Classroom. Other platforms to be used include: My Maths; Oxford Owls; TT Rockstars and White Rose Maths. The Oak National Academy resources and BBC Bitesize may also be used to support children's learning.

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Scenario 1 - Individuals are self-isolating because of a positive test or symptoms within the household; they are demonstrating symptoms; they have been identified as a contact by NHS Test & Trace	
Ongoing Support	**Safeguarding/SEND**
Learning objectives, activities and resources will be uploaded to the class page on Google Classroom; these will be in line with the topics that are being taught in class. Differentiated resources will be provided where necessary. Teaching input for subjects across the curriculum will be provided by access to The Oak National Academy, BBC Bitesize or WhiteRose Maths where appropriate Children's completed work will be uploaded onto Google Classroom and feedback will be provided by the class teacher or another member of the teaching staff. If the absence is only for a day or two, verbal feedback will be provided on the child's return to school. In the event of a sustained period of self-isolation (3 days or more) the school's Learning Mentor will contact the family by telephone to ensure that the necessary support is in place.	School Welfare Officer to contact parents / carers to ensure that the correct COVID procedures are being followed. If a test has been taken, parents/carers must communicate test results to office@cannonlane.harrow.sch.uk If a child is considered to be vulnerable, the Designated Safeguarding Lead (DSL) will ensure that appropriate support is put in place and arrange for regular check-ins via a phone call from an identified key adult within the school If a child is not engaging with home learning, they will be contacted by the class teacher in the first instance. If concerns continue, these will be referred to the Learning Mentor and the DSL.

Scenario 2 - A class or year group bubble are self-isolating because of a positive case within a bubble	
Ongoing Support	**Safeguarding/SEND**
On the first day of the class / bubble isolation, the class teacher will upload a link to The Oak National Academy resources and post this on Google Classroom. Daily / weekly learning objectives will be uploaded onto Google Classroom by end of first day of isolation. Learning resources for the second day (and then subsequent days) will be uploaded to the class page on Google Classroom by 9am. Classroom support staff will adapt resources for pupils with additional needs. Each day will begin at 9am with a live class video meeting (approximately 45 minutes) to check in on the children and to outline the learning objectives for the day ahead. The teacher will use this time to provide key teaching points and explanations and to answer any questions that may arise. This will also provide the opportunity for children to share their learning from the previous day. For children in Years 1-6, learning will include: • A daily maths lesson • A daily English lesson (cross-curricular where possible) • In addition to above, each day there will be an activity for at least one more curriculum area: (Science; Computing; Religious Education; Art and Design; Design and Technology; Modern Foreign Language (MfL); Geography; History; Music; PSHE or Physical Education) • Pupils will be sent a link for at least one 'assembly' each week (on Google Classroom). In addition to the above, there will be a daily phonics or reading lesson For children in Reception class, learning will be more flexible and teachers will outline a clear programme of activities in line with the Early Years Foundation Stage Framework. Teachers will be available on Google Classroom throughout the school day to answer any questions and to offer feedback on children's learning. Children's completed learning should be uploaded to Google Classroom so that teachers can provide feedback on this. Individual sessions will be delivered, where needed, to support pupils with additional needs and resources will be adapted where necessary. This will be monitored by both the class teacher and the school SENDCO. In the event of teachers becoming ill, support staff, Senior Leaders and other teachers in the year group will take responsibility for the learning.	If any children are entitled to Free School Meals, ensure that food vouchers are made available through WONDE If a child is considered to be vulnerable, the DSL will ensure that appropriate support is put in place and arrange for regular check-ins via a phone call from an identified key adult within the school If a child is not engaging with home learning, they will be contacted by the class teacher in the first instance. If concerns continue, these will be referred to the Learning Mentor and the DSL.

Scenario 3 - There is a local or national lockdown where the school is closed for all pupils except key workers and vulnerable pupils. (Possibly longer than two weeks)	
Ongoing Support	**Safeguarding/SEND**
The children of key workers and those who are considered to be vulnerable will continue coming to school. Teachers and support staff will attend school on a rota basis to support these children's learning. For those children who are not able to attend school due to local or national lockdown, the teaching sequence will be the same as outlined for scenario 2 (above).	If any children are entitled to FSM ensure food vouchers are made available through WONDE If a child is considered to be vulnerable, the DSL will ensure that appropriate support is put in place and arrange for regular check-ins via a phone call from an identified key adult within the school If a child is not engaging with home learning, they will be contacted by the class teacher in the first instance. If concerns continue, these will be referred to the Learning Mentor and the DSL.