

Guidance for Contingency Planning including Remote Learning

updated May 2022

Rationale

Following the Covid pandemic we now have the means and experience to provide remote learning in an emergency situation. Should we need it a likely plan would be:

| Situation | Action to be taken | Children | Learning at home |
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| One class is not adequately staffed | Cover will be put into classes, however only to a level that children can cope with and this will vary from class to class. Some classes will not manage with more than one or two new faces in class as it is upsetting for children and reduces consistency. | Remain in school, all classes remain open with adequate but possibly different staff members | No additional resources required |
| More than one class is not adequately staffed and there is not enough cover to maintain a safe staffing ratio | We will be constantly reviewing staffing ratios and levels to ensure classes can run appropriately. It might be that some children temporarily attend part time or classes close. | Children attend school on a rota basis- this will be reviewed to maintain equality. If necessary children will stay at home- a situation that we will try our best to avoid. | A blended approach might be required with some days in school on a rota complemented by home learning |
| Significant numbers of children are absent and most staff are in school | School remains open | Those who are well come to school | Regular contact is kept with parents. Parents are able to contact the Home School |

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| | | | Liaison Officer on 07564044248 Children not in school but well enough to learn will be provided with home learning activities appropriate to them. |
| Significant numbers of staff are absent and also significant numbers of children | SLT to review and re-organise groups to maintain staffing ratios. Classes are maintained as well as possible. | Those who are well come to school, maintaining usual class groups where possible. | Regular contact is kept with parents. Children not in school but well enough to learn will be provided with home learning activities appropriate to them. This may be a reduced service if many staff are too sick to work. |
| School leadership team is unable to attend school due to illness, including DSLs | <ul style="list-style-type: none"> a. Teacher to be named as in charge on site. A rota to be in place so this responsibility is shared b. Telephone support to be offered by any well members of SLT c. Support to be given by CLPT to ensure that school can remain open | Where ratios are safe children to remain in school. If there is an issue with staff: pupil ratios guidance above to be followed | Usual service to run where possible |
| Home- school transport is unable to bring some children to school due to staff shortages | Parents will be notified by the travel unit if a bus is affected, if parents are able to bring their own children to school they can claim an allowance per mile for this. | Those children who cannot get into school to work on targets. | 'Just in case' packs are in place to support this, parents will also be asked to work on independence skills and where appropriate behaviour, routine and sleep outcomes. |

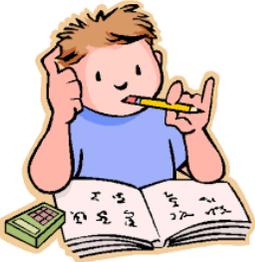
Our Approach To Remote Learning

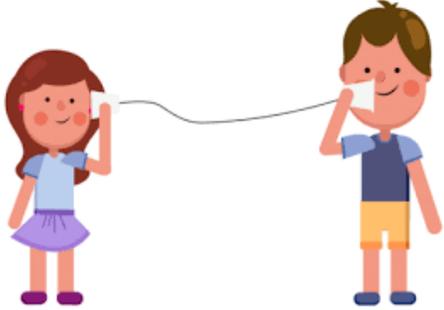
At Broadmeadow we recognise that learning at home might be a challenge for many of our families- school is a carefully planned and structured environment and children are used to learning in specific ways within school. Some children rely on the routine of the day and visual supports for learning and others benefit from being with other children to spark their imagination and communication skills.

We want everyone to have work that is accessible and suitable to them, we want parents to understand that we want to help them to get the best for their children if they are not attending school. Our class staff know the children extremely well and will strive to deliver a personalised home curriculum offer for each child. It will be based on the school curriculum with specific individual tasks included that link to the child's EHCP.

For many children their focus and attention is such that activities are short, parents should choose the best time in the day to present activities to children and let their child take the lead. Focussed work is often more productive following a burst of physical exercise like running or bouncing on a trampoline when the nervous system is calm.

| Learning style | Resources provided | Amount provided | Feedback and monitoring |
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| <p>Sensory learners</p>  | <p>Many of our children are learning through their senses and will require hands on exploratory resources. We will provide items, recipes (for resources such as play doh and slime) and ideas on how to engage children using such materials.</p> | <p>For children who are not attending school for any Covid related reason, eg self- isolation, rota, at least 2 activities per day will be provided</p> | <p>As a school we need to know how each child has responded to the activities and what to provide next time. Class teams and/or our home learning co-ordinator will speak with families at least once each week to understand this for those children absent for 5 days or more. If children are in school for some days this might be fortnightly.</p> |
| <p>Focussed learners</p> | <p>Some children at school are able to attempt paper- based activities like writing, cutting, number work etc. Some of this work will be linked to the current class topic, and some may be very specific to meet each child's individual outcomes derived from their Education, Health and Care plan.</p> | <p>For children who are not attending school for any Covid related reason, e.g. self- isolation, rota at least 2 activities per day will be provided, for those who enjoy this kind</p> | <p>Worksheets can be returned to school, it is helpful to know if a child had any help to complete and what kind of help – e.g. a verbal prompt to complete, or independently, or shown by an adult first</p> |

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|  | | <p>of work they could have up to 5 tasks each day</p> | <p>For those not in school feedback will be part of the weekly contact as above</p> |
| <p>Practical learners</p>  | <p>Many of our children enjoy and excel at hands on activities, like making items, building models and creative tasks. Resources and activity ideas will be provided for these types of tasks, often linked to the school's curriculum maps for specific areas of learning. Some of this learning could happen outside and might be a physical task linked to PE.</p> | <p>For children who are not attending school for any Covid related reason, e.g. self- isolation, rota, activities such as this would be offered when they are being missed in school- so usually at least 2 times across a whole week</p> | <p>Photographic or video evidence can be shared with the class team and with our home learning co-ordinator using the Marvellous Me app. For those not in school feedback will be part of the weekly contact as above</p> |
| <p>On line activities</p>  | <p>Lots of our children like the internet and can use devices. For some it is difficult to complete an activity on line as they have specific activities that they go to every time they use a device- sometimes this distracts from learning. For others who are able there are some great learning apps that we can signpost families to. There are some national video lessons created by Oaks Academy that classes might ask pupils to look at if they feel they are appropriate. Some staff in classes have recorded routine activities (like story time or</p> | <p>Information can be shared with families at any time about suitable Apps- they can then monitor how often children are accessing them within the home. We would recommend no more than 60 minutes per day for this kind of activity and not for at least an hour before bedtime.</p> | <p>For those not in school feedback will be part of the weekly contact as above</p> |

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| | phonics sessions) and links will be sent to families to join in with this | | |
| <p>Maintaining routines and communication strategies</p>  | <p>Lots of our children enjoy the routine and structure of school. If appropriate families can use the same visual resources to structure their child's day when they are not in school. We have a wealth of experience in this field and can provide those resources that work for a child in school e.g. now and next boards, symbol or picture timetables, structured working.</p> <p>Many of our children are learning to communicate and whilst at home families can support this- it might need an in-depth conversation with a member of staff to begin. Once resources are in place and used consistently, repeating our approaches can be really effective in helping children manage their emotions when not in school.</p> | <p>This will depend on individual families, school will provide whatever is helpful to families and can use a range of media to help support it- i.e. discussion, instructions, in some cases video examples</p> | <p>For those not in school feedback will be part of the weekly contact as above</p> |
| <p>Monitoring by senior leaders</p> | | | |
| <p>Senior leaders liaise regularly with staff in school. They will support and direct colleagues to ensure that exciting and adequate home learning is in place when required for all children. Class teachers have support from their class team and also the home learning co-ordinator to ensure that a good range of resources can be prepared and communicated to parents.</p> <p>Weekly conversations with families are recorded when children are absent on the school's system and these are accessed by the school's senior leadership team.</p> | | | |