

Contingency Plan for Remote/ Home Learning

Whilst Covid-19 remains in circulation within our communities, pupil attendance in school is likely to be disrupted. Remote/ Home Learning will be provided if a child is absent due to Covid-19. This includes if:

- A child must isolate because they have symptoms
- A child must isolate because a member of their household has symptoms
- A child must isolate because a member of their household tests positive for Covid-19
- There has been a positive case in their class/ bubble

With the broad complexity of need across school and age ranges from 4 to 16, the offer required for remote education and home learning is incredibly variable. Even within classes, parent/ carer feedback and pupil voice indicates that what works for each pupil is incredibly individual. It is also dependent on many criteria including the confidence of the parent/ carer and their other commitments at that time (e.g. work and childcare).

We have set out the following school expectations for teachers:

Day 1	School informed that a child is unable to attend due to a Covid-19 related scenario (or) Child is sent home with symptoms or because of a positive case in their bubble Teacher (or other key adult) contacts the family to discuss what can be offered and what the family wants. This includes whether support with IT equipment/ internet is required #
Day 2	Home learning begins (it may be possible to begin this on day 1 depending on the circumstances). See 'Options for home learning' below
Day 3	An intervention offer is added to the home learning package. See 'Intervention Offer' below
Ongoing	School maintains daily contact throughout the period of home learning. Teacher will ensure that an identified member of staff does this and provides any necessary support. This may not always be a familiar adult. Teacher will maintain oversight of home learning and will provide support and feedback where required

***The wellbeing and best interests of the child are always paramount**

School has IT available that can be used to support home learning where appropriate. This is for when there are challenges accessing IT. This includes both laptops and iPads; an Acceptable Use Policy needs to be signed first. Families will be directed to the appropriate National Online Safety (NOS) resources. All IT must be returned once the child returns to school.

In addition, there are also a bank of staff laptops that can be used by selected staff to maintain home learning links and communication. This will often be staff that are needing to work from home due to Covid-19 related circumstances. Staff needing to go home are encouraged to take the classroom laptop with them.

Options for Home Learning:

Wherever possible, home learning activities will follow the curriculum offer being delivered in school at that time. In addition to this, school will always endeavor to provide the provision, or adapted provision, specified within the EHC Plan.

Teachers can share activities and resources with families via a preferred method, including Class Dojo, email, or resource drops to the home. This can be supplemented by other applications and websites that will be signposted by the teacher. This includes:

- The Oak Academy
- Education City
- Reading Eggs
- Sumdog
- BBC Bitesize
- Purple Mash
- Maths Seeds

Classes have been grouped together based on comparable developmental needs. Using parent/ carer feedback and pupil voice, teachers have put together the following options:

Badger Dragonfly Hedgehog	<ul style="list-style-type: none"> • Box work (This would be linked to their targets in class) • Sensory Bags - Fabric, sensory toys, art activities • Story sacks - Sending books home that pupils can access. They will have toys and resources such as puppets in them • Game Bags - This could include indoor bowling, treasure hunts and have strong links to Maths and other curriculum • Visuals for the day relating to the activities • Makaton nursery rhymes
Squirrel Rabbit	<ul style="list-style-type: none"> • Sensory Bags - Fabric, sensory toys, art activities • Practical activities, e.g. jigsaws • Creative activities with instructions & resources included • Recipes with instructions & ingredients included • 'Theme' bank of activities. Can be rotated between pupils • Instructions / models for parents on how to play interactively with their child • Reading books
Fox Owl	<ul style="list-style-type: none"> • Numeracy challenges based on current topics (Sumdog) set up • Topic activities & Phonics activities set up • Staff to pupil questions and peer to peer emails via staff • Bank of differentiated number & maths topic activities • Bank of differentiated reading comprehensions (follow up with zoom call for reading back to staff) • Sentence building card packs and first 100 words to use (with written guidance)
Butterfly Robin Hare	<ul style="list-style-type: none"> • Weekly plan with core subject ideas/activities for class sent via Class Dojo • Personalised activities sent via Class Dojo around individual interests • Sensory bags • Outdoor activity ideas • Recording live teaching lessons for pupils to follow at home in their own time, e.g. cooking or challenges
Chestnut Maple	<ul style="list-style-type: none"> • Dojo activities: outdoor games in the garden - skittles/ throwing toys into a basket • Story times on Zoom - links to YouTube version • Challenges: How many things can you find starting with the letter 'Bb' etc. • Twinkl home schooling packs or individual sheets • Signing and signing videos from the school bank - or links to 'Singing Hands' which are on You Tube • Sensory activities

	<ul style="list-style-type: none"> • Home skills activities/ Life skills activities such as easy recipes/ washing up/ pegging out the washing (good fine motor) • GoNoodle links for gross motor/ movement • Topic based colouring in sheets • Art packs/ resources
Rowan Apple Willow	<ul style="list-style-type: none"> • Daily plan related to class topics covering Maths/Reading/Writing/Wellbeing (physical and mental) • Dojo challenges throughout week • Personalised challenges as appropriate (Lego/art/cooking/STEM) • Zoom calls- 1:1, paired, group and class • Phone calls as option for those who prefer not to Zoom • Home support via Dojo, phone calls or email • Pupils have access to class email to contact teachers directly
Hazel Cedar Holly	<ul style="list-style-type: none"> • Email access to pupils and families and Dojo communication • Work Packs • Resource Packs with resources, games and activity ideas included • Pupil access to Kirklees Library Online so they can access books from home • Teacher video demonstrations with filed lesson input- uploaded to Dojo for pupils to watch back • Oak Primary Academy Independent Living resources • Morning Zoom meetings which could be part of the classroom morning nurture breakfast- pupils to join in from home

Interventions:

These will strive to enable the parent/ carer to be involved in delivering, or assisting with the delivery, of intervention. In school, communication interventions are usually embedded in the pupil offer. At home, these will need to be discreet activities and strategies that can be delivered and supported by parents/ carers. They are numbered for the level of intervention required by each pupil.

Speech and Language:

- 1- Strategies, activities, and resources shared by the Class Teacher
- 2- Strategies, activities, and resources shared by the Communication Team
- 3- Strategies, activities, and resources shared by Communication Lead/ SALT
- 4- Individual/ group sessions run remotely by School Staff
- 5- Individual/ group sessions run remotely by Communication Team
- 6- Individual/ group sessions run remotely by Communication Lead

Social and Emotional:

- 1- Strategies, activities, and resources shared by the Class Teacher
- 2- Strategies, activities, and resources shared by the Social and Emotional Team/ CAMHs
- 3- Individual/ group sessions run remotely by School Staff
- 4- Individual/ group sessions run remotely by the Social and Emotional Team

- 5- Off site provision following careful risk assessment (not for positive or symptomatic cases) = garden provision with key adults

Sensory/ Physical:

- 1- Strategies, activities, and resources shared by the Class Team
- 2- Strategies, activities, and resources shared by Specialist Teachers
- 3- Strategies, activities, and resources shared by Sensory Occupational Therapist/ Physio

Medical Needs:

With our current cohort, all medical needs and personal care can be provided by the family.

Feedback:

During periods of home learning, it is very important that parents, carers, and pupils, let us know if improvements can be made or if the provision is not working. Feedback should always go to the class teacher at first, and following this, to the relevant senior leader. If we do not know, we cannot improve the home learning offer. Positive feedback is also welcomed.

We are striving to offer a rich and varied offer and will reflect and review what we are doing on a regular basis.

Updated: 30/09/20