

Clifton Hill School Contingency Plan for Remote Learning

Introduction	<p>Key Principles of Clifton Hill School's Contingency Plan for Remote Learning</p> <p>This document outlines Clifton Hill School's contingency plans for remote learning, should pupils need to access this due to being unable to attend school for a period of time, other than due to ill health. This may include unavoidable school closure where pupils are directed to stay at home, periods of self-isolation linked to COVID-19 or other periods of absence, where a blended curriculum offer is appropriate, such as those pupils following bespoke transition plans and re-integration timetables.</p> <p>Our plans have been made in relation to the Government's Tier 1 plan- the default plan to be implemented for individuals and small groups of pupils needing to self-isolate, and Tier 2 plan - which would be triggered in the event of a partial or full closure whilst also taking into account the need to offer some individuals, not impacted by Covid-19, access to learning via a remote offer.</p> <p>The purpose of our remote learning plan is to ensure that we continue to maintain pupil engagement with learning, support them in becoming happy, independent and successful and to equip our students with the knowledge and skills necessary to prepare them for adulthood.</p> <p>We have developed our remote learning plan to create an offer that is closely matched to our curriculum delivery within school. It includes a combination of interactive and engaging resources, face to face teacher/practitioner input (live and/or pre-recorded), pastoral support and where necessary catch-up intervention strategies. The content and delivery of our remote learning curriculum will in many ways replicate the teaching and learning that takes place in school. This will help to support a smooth transition for pupils re-integrating or returning to school, following periods of non-attendance, as they will have been following the same curriculum sequence as their in-school peers. Where individual pupils or groups of pupils are self-isolating for a block of time, the work set will follow their school timetable. For pupils following a blended offer as part of their bespoke timetable, devised to support re-integration, pupils will be provided with a bank of work and resources designed to complement and support their time spent physically in school.</p> <p>DfE guidance on remote education: summary of key points</p> <ul style="list-style-type: none">• Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.• Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a
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Clifton Hill School Contingency Plan for Remote Learning

	<p>local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p> <ul style="list-style-type: none"> • Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to: • Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback • Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. • Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers • We expect schools to avoid an over-reliance on long-term projects or internet research activities.
<p>Remote monitoring of safety and well-being</p>	<ul style="list-style-type: none"> • Teachers will contact families three times per week to send work and to complete well-being checks • Contacts will be logged onto CPOMS • Senior leaders and DSLs will monitor CPOMS and make contact with any families who have not responded to the well-being checks. This will initially be a text message requesting they contact school immediately. If no contact is made a senior leader or DSL will call the family. If still no contact is made a senior leader or DSL will conduct a home visit. • If all attempts to contact families fail – DSLs will report this concern to social care.
<p>To enable teaching and learning to continue as effectively as possible during the need for remote learning:</p>	<ul style="list-style-type: none"> • Staff from Clifton Hill School will liaise with parents and carers regarding our expectation surrounding remote learning. • We will provide regular and ongoing support for learning and technical issues in order to help pupils access their learning remotely throughout the period of non-attendance. • We will provide a remote learning offer that supports and replicates, as far as is possible, that which is physically taking place within the classroom.

Clifton Hill School Contingency Plan for Remote Learning

<p><i>Key expectations and overarching principles</i></p>	<ul style="list-style-type: none"> ● We will use a range of resources and methods to enable pupils to access a broad and balanced curriculum designed to enable pupils to stay connected to the Clifton Hill School community and engage in learning designed to prepare pupils for adulthood. ● The work set will be differentiated, personalised and adapted to meet pupil needs as required and identified on the pupils EHCP. Staff will provide pupils and parents with feedback regarding progress and achievement, commenting on pupils' work and identifying how pupils can improve (how often). ● For pupils accessing remote learning to increase access to education at the end of a period of none or reduced attendance we will support the integration of pupils back to full school attendance.
<p>Our teachers will</p>	<p>Lower School Teachers will email links to online learning sites, particularly 'Education City', which the school has bought for every student to have their own Log In. Links to other online learning will be individualised to suit the learning style of the individual. Where parents have access to printers at home, suitable worksheets and online books can be signposted, otherwise learning packs will be sent home, to include reading books, worksheets and ideas for tasks that can be carried out using everyday equipment available in the home. Some parents/students who have access to virtual meeting apps such as 'Zoom' will be offered links to join other students from school and staff to participate in chat and quizzes. The teacher will email the parent/carer regularly during the week. The emphasis of these communications will be on student's well-being. The teacher will aim to support parents/carers by offering a variety of fun learning ideas whilst being aware that every child and home situation is very different. We would ask families to judge for themselves the amount of work offered during this difficult time. Our correspondence with parents will focus on this and any ways in which we can maintain or improve well-being.</p> <p>Upper School Teachers will email links to online learning sites, particularly 'Education City'. Teachers will also send activity and learning suggestions focusing on tasks that are at the appropriate level reflecting the work usually done in school. Where Upper school focus on functional and independent living tasks, suggestions are sent home such as recipes and instructions focusing on looking after yourself and your home. Some parents/students who have access to virtual meeting apps such as 'Zoom' will be offered links to join other students from school and staff to participate in virtual lessons and quizzes. The focus however will be on maintaining our student's well-being whilst at home and we would ask families to judge for themselves the amount of work offered during this different time. Our correspondence with parents will focus on this and any ways in which we can maintain or improve well-being.</p> <p>Sensory School Teachers will Send activity and learning suggestions to families and carers. These will include appropriate links to online activities such as sensory stories, and will be at the appropriate level reflecting the work usually done in school. The focus however will be on maintaining our student's well-being whilst at home and we would ask families to judge for themselves the amount of work</p>

Clifton Hill School Contingency Plan for Remote Learning

	<p>offered during this different time. Our correspondence with parents will focus on this and any ways in which we can maintain or improve well-being.</p>
<p>Our pupils will be required to:</p>	<p>Lower School Return reading books or other equipment that belong to the school. They should also bring back to school completed worksheets (it would be helpful for the adult to write how much support the child has had to complete the work).</p> <p>Upper School Return reading books or other equipment that belong to the school. They should also bring back to school completed worksheets (it would be helpful for the adult to write how much support the child has had to complete the work).</p> <p>Sensory School Be engaged and ready to learn where appropriate. This will need to be facilitated by parents and carers who will help them access activities sent home.</p>
<p>Parents and carers are responsible for:</p>	<p>Responding to texts or emails enquiring about the wellbeing of their child. Keeping the school informed about changes to the child's wellbeing. Giving feedback about the activity ideas that the teacher is sending home and asking if more or less work is required to keep the child interested in learning. Ensuring equipment and books sent home from school is returned.</p>
<p>How to access work</p>	<p>Online learning Education City – Each child has their own log in and password. Clifton Hill's YouTube page</p> <p>Sensory school learners have a pack sent home with a list of suggested sensory activities and links to appropriate websites.</p>
<p>Vulnerable and Key Workers <i>Outline here the school's policy for those vulnerable and key worker children that may be in school during a partial or full lock down</i></p>	<ul style="list-style-type: none"> ● Whole school closure the school will be open for Key Worker children and vulnerable children. They will be placed into Bubbles with consistent members of staff.
<p>Communication</p>	<p>When liaising and providing information on remote learning, school closures or blended offers associated with individual pupils' bespoke plans, Clifton Hill staff will communicate with pupils and their parents using the following means:</p> <ul style="list-style-type: none"> ● Telephone calls ● Emails

Clifton Hill School Contingency Plan for Remote Learning

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