



Headlands Primary School Remote Education Plan

Due to the Covid-19 pandemic, there was much disruption to children's education. Headlands Primary School is committed to ensuring that all children continue to receive a high quality education should the need for remote learning arise again.

In the event of Governmental Legislation implementing any form of isolation, we strongly encourage parents and pupils to fully engage with our home learning provision.

If children themselves are too ill to attend school, or in the event of lockdown are too ill to engage in learning, then school will not expect them to participate in remote learning.

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, we have developed the following remote education plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan also outlines our expectations for any staff who are unable to attend school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

This plan will be applied in the following circumstances:

- A child who is required to self-isolate
- A group of children who are required to self-isolate
- A whole class/phase who are required to self-isolate
- Wider school closure in response to Public Health England, Government or Local Authority directive.

The plan complies with the expectations and principles outlined in the DFE documents [Guidance for Full Opening of Schools](#) and [Remote Education During Covid-19](#)

Software and online platforms

Teachers will set appropriate work using either Google classroom, Seesaw or a combination of the two. Work set will be age related, and in some areas of the curriculum sequential, and link where possible to current topics.

White Rose Maths will continue to be used for our maths provision. Other on-line resources such as; Oak National Academy, Little Wandle Letter and Sounds revised, Read theory and TT Rockstars may be used in different year groups across the school.

Contact with teachers

Teachers will respond to daily tasks as indicated within the 'Ongoing support' section within this plan, giving individual feedback using Google classroom, Seesaw or a combination of both. To see the teacher's feedback, children may need to re-open the document they have handed in.

All children have the necessary logins and passwords and these can be found in the front of either their red reading record or planner.

In certain circumstances, in prior agreement with the school, those children using hard copies will be contacted via phone once a week. Appropriate arrangements for the collection of packs from school will need to be made in accordance with NHS regulations.

Remote Education Provision

As children are expected to undertake the same amount of learning at home as they would have done in school, a suggested timetable is provided as a guide for parents and pupils to plan each day. Lessons do not need to be completed in a specific order and suggested timings indicate the maximum amount of time to be spent on each activity daily.

Suggested daily timetable					
EYFS	Phonics 30 minutes	Reading 30 minutes	Mathematics 45 minutes	Literacy 45 minutes	Foundation subject 1 hour
Year 1/2	Phonics 15 minutes	Reading 30 minutes	Mathematics 1 hour	Literacy 1 hour	Foundation subject 1 hour
Year 3/4	Literacy 1 hour	Mathematics 1 hour	Reading 30 minutes	PE 30 minutes	Foundation subject 1 hour
Year 5/6	Reading 30 minutes	Literacy 1 hour	Mathematics 1 hour	Foundation subject Science 90 minutes	

Some work will need to be handed in via Google classroom or Seesaw to receive an individual response from the class teacher by the end of the next working day. This will be made clear in the instructions accompanying the task set.

When will work be uploaded?

For a child who is required to self-isolate, lessons will be uploaded by 9am each day during their isolation.

For a group of children, whole class/phase or whole school closure, lessons will be uploaded daily by 5pm for the following day during their isolation.

What work will be sent?

The two differing scenarios below outline the procedures and work which will be set for your child.

A child who is required to self-isolate	
Ongoing Support	Safeguarding/SEND
<p>Upon confirmation the class teacher will ring the family the same day after 4.00pm to explain and agree the remote learning plan and arrange a follow-up phone call mid-way through the isolation period.</p> <p>Tasks delivered within the classroom will be uploaded daily on Google classroom</p>	<p>School office contact parents to ensure a test has been taken and confirm arrangements for informing school of the results and agree a 'start back' date.</p> <p>If child is entitled to benefit-related FSMs, the school office will contact Mellors for a 'grab bag' to be prepared or other arrangements made.</p>

where they are transferable to remote learning. The number of tasks may therefore vary on a daily basis.	If child is identified as 'vulnerable', the DSL/DDSL will ensure that appropriate agencies are notified and arrange for regular 'safe and well' check via a phone call each week.
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- **A group of children who are self-isolating**
- **A whole pod who are self-isolating**
- **Wider school closure in response to Public Health England, Government or Local Authority directive.**

Ongoing Support	Safeguarding/SEND
<p>Parents will be informed via email and text to confirm arrangements for picking up children from school.</p> <p>EYFS: An overall programme for the week will be published, followed by daily uploads of tasks to be completed. Work will be shared and some work will need to be submitted to the teacher to mark and comment through Seesaw. This will be made clear within the task instructions.</p> <p>A 'Google meet' or phone call may be arranged to talk to the children each week.</p> <p>Year 1-2: Tasks to be completed will be uploaded daily. Maths should be self-marked by an adult and answers will be provided. Most Literacy and Foundation work will need to be submitted to the teacher to mark and comment through Google classroom or Seesaw. This will be made clear within the task instructions. Reading and phonic tasks will be self-selected from a bank of tasks provided.</p> <p>A 'Google meet' may also be arranged to talk to the children each week.</p> <p>Year 3-4: An overall programme for the week will be published, followed by daily uploads of tasks to be completed. Maths will be self-marked / marked by an adult, and answers will be provided. Some Literacy work will need to be submitted to the teacher to mark and comment. Some tasks will also require a photo to be taken and shared on Seesaw for teacher comment.</p> <p>A 'Google meet' may also be arranged to talk to the children each week.</p> <p>Year 5-6: A more specific weekly timetable will be sent which includes Literacy, Mathematics, Reading and Foundation subjects. Work will be uploaded via Google classroom each day. This work will be dated so that children know which tasks to complete. Mathematics will be self-marked/ marked by an adult and answers will be provided.</p>	<p>If child is entitled to benefit-related FSMs, the school office will contact Mellors for a 'grab bag' to be prepared or if possible enable vouchers to be distributed.</p> <p>If child is identified as 'vulnerable', the DSL/DDSL will ensure that appropriate agencies are notified and arrange for regular 'safe and well' check via a phone call each week.</p> <p>The SENCO will contact EHCP children weekly.</p>

<p>Most Literacy work will need to be submitted for class teachers to respond to. Some tasks may be sent on Seesaw and require a photograph to be taken and shared. The timetable will specify where to find work/ tasks that have been set.</p> <p>Alongside responding to the children's work, the teachers may also arrange a 'Google meet' to talk to the children each week.</p>	
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This level of provision will be subject to staffing availability. Provision may differ if staff are unavailable for reasons such as illness or deployment elsewhere within school (e.g. teaching a Key Worker group). Where appropriate, teaching assistants may be used to deliver remote learning provision.

Headteacher: Mrs Ruth Ellis
Chair of Governors: Rev Ron Smith
Date 29.01.2024