

The Blue Tangerine Federation

SPECIALIST AND SPECIAL EDUCATIONAL NEEDS SCHOOLS

POLICIES, GUIDANCE AND PROCEDURES



The Collett School Remote Learning Curriculum

Date Implemented: January 2021

Last Reviewed: November 2022

Review Period: Annually

Staff Responsibility: Stephen Houlton-Allen

Next Review: November 2023

Remote Learning Curriculum

Alongside our usual school provision, due to a number of factors including individual needs and parental preferences, there is the potential that some pupils are working remotely for some or all of their provision.

In the event of school being closed to **all** children (for example due to the Covid-19 pandemic), all pupils will receive their learning remotely. This however, is unlikely given the precedents in 2020 and 2021. A potential hybrid of being in school for some and remote learning for others is expected should the threat of Covid increase and Government measures to reduce contact are reintroduced.

As much as possible teaching and learning will follow the existing curriculum maps and plans produced by staff. Delivery of the curriculum does not have to be through any one specific method as pupils learn and engage with work in a variety of different ways.

At The Collett School class teachers and support staff make use of the following options available to support the delivery of the curriculum to pupils who are not physically in school:

- Use of Zoom and Teams for live lesson teaching
- One-to-one Zoom/Teams/telephone tuition with pupils
- Sending teaching videos home via ClassDojo
- Setting activities for completion via ClassDojo
- Uploading activities on our Youtube channel
- Sending home printed materials and activities by post or dropping off at their homes
- Using online learning platforms, which can be used singly or in combination to set online learning activities for literacy and numeracy. Currently the school has subscriptions to;
 - Reading Eggs,
 - Mathseeds,
 - IXL
 - Prodigy

Not all methods are appropriate for all children due to the differences in age, maturity, cognitive ability and individual needs. While some are able to access and participate in short online sessions delivered live by staff, for a significant number they struggle to, or simply cannot, access these.

Children also spend some of their school day working on non-academic learning such as PSCH through child-initiated learning, other play-based activities and structured tray tasks, which will be harder to facilitate in remotely. In light of this, staff will do what they can to support parents and carers to undertake tasks that support unstructured learning.

Class Teachers use their professional judgement when deciding what methods to employ. Regardless of the method used the focus is on delivering the best possible education to each child. This will include providing feedback to children in line with the school's marking and feedback policy, and ensuring that children's safety and wellbeing is monitored in line with the statutory guidance (Keeping Children Safe in Education). Staff will also follow the school's Remote Learning Policy.