



St Peter's Catholic Primary School

In Joy we live together, In Hope we build for the future

Remote Learning Contingency Plan



OAK
NATIONAL
ACADEMY



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, the staff at St Peters Catholic Primary School have developed the following 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 will be applied in the following instances:

- 1. individual pupils required to self-isolate due to symptoms, a positive case or quarantine.**
- 2. a group of children are self-isolating because of a case of coronavirus in their class bubble.**
- 3. a whole bubble or cohort is self-isolating because of an outbreak of coronavirus**

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.

Government guidance for full school opening states the following:

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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

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
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- 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

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- 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 consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy, BBC Bitesize and White Rose Maths.

Children will remain in contact with their Class teacher through our VLE.

Oak Academy has been selected to support remote learning. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

White Rose Maths, TT Rocks, IDL and Tapestry will all be utilised to support the acquisition and retention of basic core skills and support remote learning.

The VLE will support school in offering online learning with the opportunity for the children to communicate with their teacher through video links Tapestry (EYFS) will offer the chance for teachers to celebrate children's work and maintain our school community for our youngest pupils.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that St Peter's Catholic Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work. Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

Plan 1 individual pupils required to self-isolate due to symptoms, a positive case or quarantine

<i>Individual pupils required to self-isolate due to symptoms, a positive case or quarantine</i>	
Ongoing Support	Safeguarding/SEND
<p>Child to be provided with work pack sufficient to cover two weeks (10 days) of school work. This will include work across all subjects in line with year group curriculum expectations and will reinforce the teaching of basic skills.</p> <p>Using the VLE, the Class teacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p> <p>Weekly year group class timetable will be shared via the VLE with parent, referencing the topic title, e.g. finding a half and referencing a link to an online lesson through Oak National Academy or BBC Bitesize.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to school office as soon as received</p> <p>If child is entitled to FSM ensure food made available through school kitchen.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support.</p>

<p>Completed work will be submitted via VLE and checked by class teacher who will provide feedback.</p> <p>Class teacher will aim to communicate with the family by phone at least once per week.</p> <p>If available, the TA will provide a weekly intervention session based up the work completed.</p>	
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Plan 2- a group of children are self-isolating because of a case of coronavirus in their class bubble

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Child to be provided with work pack sufficient to cover two weeks (10 days) of school work. This will include work across all subjects in line with year group curriculum expectations and will reinforce the teaching of basic skills.</p> <p>Using the VLE, the Class teacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p> <p>Weekly year group class timetable will be shared via the Class VLE with parent, referencing the topic title, e.g. finding a half and referencing a link to an online lesson through Oak National Academy or BBC Bitesize.</p> <p>Completed work will be submitted via VLE and checked by class teacher who will provide feedback.</p> <p>Class teacher will aim to communicate with the family at least once per week.</p> <p>If available, the TA will provide a weekly intervention session based up the work completed.</p>	<p>School office to contact parents to ensure a test has been taken (where a pupil displays symptoms) and to make sure that parents know to communicate test results to school office as soon as received</p> <p>If children are entitled to benefit-related FSM ensure food made available through school kitchen.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p>

Plan 3- a whole class/cohort are required to self-isolate due to a positive case and instruction from Public Health

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Teachers will post a short video for the children and parents on the first day of isolation. In this video the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.</p> <p>Using the VLE, the Class teacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the Class teacher in identifying resources.</p> <p>The Class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through the VLE. Teachers will then be accessible to children through the VLE message service so that any issues or support can be given.</p> <p>For non-core lessons, resources will be uploaded to the VLE and where possible web-links to appropriate support materials will be shared. This will often be through Oak National Academy or BBC Bitesize using lessons that link to the St Peter's curriculum.</p> <p>Time will also be scheduled for the children to watch a short assembly delivered by Mrs Parry. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be photographed and uploaded to VLE. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using the VLE messaging service. Those children that need additional support will be identified and followed up by the Class teacher or TA.</p> <p>In the event of teachers becoming ill, other staff will 'Caretake' the year group or bubble VLE. This should cause minimal disruption.</p>	<p>School office to contact parents to ensure a test has been taken (where a pupil displays symptoms) and to make sure that parents know to communicate test results to school office as soon as received</p> <p>If any children are entitled to benefit-related FSM ensure food made available through school kitchen.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via the VLE as long as the agencies engage.</p>