

St Mary’s RC Primary School

Remote Learning

Plan and Approach

Rationale

At St Mary’s we understand the need to continually deliver high quality education. This includes periods of remote learning, whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Within the ever-changing circumstances we are currently living through, we must be prepared for local or national lockdowns. In the event of a local or national lockdown, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

The action plan will enable the school to be ready to deliver the school’s graduated approach to remote learning. We are constantly building on our capacity to educate pupils remotely, using a vast array of tools, techniques and technology.

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| Infrastructure | | Current Position | | | Actions | |
| Review:   * Safeguarding Policy * Online Safeguarding Policy * Acceptable Use Policy * GDPR Policy * Cyber Security | | * All staff have had recent training in Safeguarding * Children sign the Acceptable Use Policy at the beginning of each academic year * Online safety forms part of the computing curriculum * School takes part in Safer Internet Day each year * Home School Agreement signed by all key worker parents whose children are attending | | | * All staff to have read KCSIE September 2020 * All staff to sign register * To ensure that all policies have been updated * To ensure that children have current online safety lessons within school, before any class closures or lockdowns * To ensure that Acceptable Use Policy is signed by parents ASAP in September | |
| Access to high quality remote education resources including hardware and software | | * All children who require additional technology have been offered it. These range from kindles, Chrome Books and wi-fi dongles * Home learning packs have been made available to every child. Further home learning packs have been offered for children who prefer learning on paper * How to guides have been produced and sent out to parents * A dedicated ‘trouble-shooting’ team established to help resolve issues quickly * Remote education resources include * Oxford Owl and Epic (reading) * Times Table Rock Stars * Technola (computing) * Teachers uploaded clips on Teams for children to watch * Education City * Espresso * RWI online lessons (phonics) * Oak Academy - Curriculum | | | Monitor and Review | |
| Training for staff to use resources effectively and plan for and deliver blended lessons | | * Teaching staff have all received training on how to use Microsoft Teams. * Staff were already using the programs effectively prior to lockdown and continued to do so with their classes | | | Weekly meetings to share best practise | |
| Online tools that will be consistently used across the school in order to allow interaction, assessment and feedback | | During National Lockdown   * The expectations were for pupils to complete paper based consolidation rather than new learning * Teachers provided work to enable this | | | Since September Microsoft Teams has been the program through which all new learning takes place. This is supplemented by various different online learning opportunities such as Education City, TTRS etc. | |
| Resources for   * Pupils who may need paper based learning such as * Younger pupils – where access may be limited due to the age of the child * SEND pupils – where access may be limited to the academic needs of the child * EAL pupils – where access may be limited due to the language needs of the child   (For example, textbooks, workbooks, equipment, ruler and pencils etc | | All children were provided with:   * Pen/pencil * Rubber * Ruler * Pencil Sharpener * Coloured pencils (one per family) * Exercise book * Reading books * Age related workbooks with work for 2 weeks. Renewed every 2 weeks. * Access to all online learning such as Teams, TTRS, Epic Reading etc | | | The school’s curriculum will continue to be delivered through Teams | |
| Engagement with families to enable them to support their child’s learning and to ensure their children are using online resources safely | | * All children are contacted by their teachers on a daily basis through Dojo and Teams * Both parents and children can contact class teacher on DOJO with teachers responding promptly (under 24 hours) * All parents are phoned by a member of staff. All parents are contacted at least once every three weeks * Photographs of work are posted on Teams, Tapestry or DOJO | | | Monitor and review.  Parent questionnaire to be sent out and acted upon if required. | |
| Curriculum | | Current Position | | | Actions | |
| A curriculum that allows access to high-quality online and offline resources and that is linked to the school’s broad and ambitious curriculum expectations | | * The school will continue to deliver the National Curriculum to children, unless restrictions for some lessons and/or curriculum areas mean that there needs to be changes et Art, DT, PE etc. The planned work would be changed to allow children to be able to complete the lesson at home. | | | Monitor teachers learning timetables to ensure children are being exposed to the age appropriate key skills in reading, writing and maths. This will also be supplemented by lessons in other areas of the curriculum. | |
| Teach a planned and well sequenced curriculum so that knowledge and skill are built incrementally | | During lockdown 1   * The work school set was a mix of paper based consolidation activities and through the online learning platform Education City. * There was limited new learning opportunities at this time, for a variety of reasons. * There was some new learning posted by teachers on DOJO * All work was sequential from the starting points of consolidation. | | | Remote learning will need to follow the school’s curriculum. Staff will need to:   * Host daily morning registration sessions. All children are expected to attend this. * Provide a daily afternoon session. Attendance at this is optional. * As a minimum provide the appropriate amount of learning activities for the age they teach. (FS & KS1 3hrs, KS2 4hrs). This will be delivered in whatever the best way is for the children in their class. They may include, live lessons, smaller live group sessions, whole class or individual reading sessions, pre-recorded lessons, online clips (such as Oak Academy of Espresso), use of learning platforms etc. | |
| Identify which elements of the curriculum can be covered most effectively via remote learning. | | During lockdown 1 the emphasis was on:   * Maths * Reading * Writing * Spelling * Times tables (Yr2-6) * Wellbeing   As the National Curriculum was formerly suspended, home learning was based on consolidating the skills, knowledge and understanding that children had previously learnt. | | | * Class teachers will identify which key skills can be taught competently through remote learning * Our graduated approach sets out the school will continue to teach consistently in line with year plans: however, some themes/subjects may need to be adapted to enable remote learning to continue. In these instances prior approval from subject lead or head teacher will be required. | |
| Ensure pupils have meaningful and ambitious work each day in a number of different subjects. | | * During lockdown 1 work was provided that was broadly equivalent to the amount of time a child would spend working on them in school in the following subjects   -Maths  -Writing  -Reading  -Times tables  -Spelling   * In other subjects this was more on a rota basis. * When the school is open we provide a broad and balanced curriculum accessible for all. | | | * Effective use of Microsoft Teams makes this easier to deliver. * Teachers, wherever possible, will continue with the planned curriculum, except for exceptions previously mentioned in this plan. | |
| Ensure clarity about daily expectations for each subject. | | * During lockdown 1, work packs were made available for all children and were added to when required. * The work packs were child friendly and age appropriate instructions as to what was expected were provided. * Teachers were available to provide help and advice via DOJO. | | | * During current lockdowns/periods of isolation children are provided with   -daily timetables  -daily registration sessions explaining expectations  -ability to contact class teacher via DOJO  -personalised plans outlining essential tasks- if required  -feedback is provided for completed work | |
| Where appropriate enable pupils to collaborate on tasks and share their learning with other members of the class. | | * There was no opportunity for this in lockdown 1 other than shared work on DOJO | | | * See the school’s graduated approach to remote learning. | |
| Set clear expectations on how regularly teachers will check work. | | * During lockdown 1 parents sent photos via DOJO which teachers could comment and provide feedback on. | | | * SLT to write a Remote Learning Policy that will set out all of the guidelines for staff to adhere to. * Ensure staff, children and parents are confident in using feature such as child portfolio on DOJO. * Depending on the length of the lockdown staff will decide upon how and which assessments to use. * Day-today assessments would be achieved through the use of quizzes, and through questioning during live sessions. | |
| Adjust curriculum plans of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding. | | * In lockdown the school had limited facility for immediate monitoring or feedback outside Education City. * The school used DOJO to resolve learning issues. * Staff also made weekly welfare calls to assist parents. | | | * Work set will be differentiated to allow all children to access their learning. * Support will be given to vulnerable groups. * Delivery through Microsoft Teams will allow teachers to respond to individual children’s progress through work set, any misconceptions or problems. | |
| Provide individual ‘catch up’ for pupils who are struggling. | | * Catch-up has been happening throughout the Autumn Term as teachers have become more aware where the gaps in learning are. | | | * Teams allows teachers the capacity to provide extra smaller group sessions to help children who are struggling. * Detailed attendance and engagement records are kept. | |
| Graduated Approach | | | | | | |
| Tier | Scenario | | Aim | Approach | | Monitoring |
| One | Individual children, families absent due to self-isolation – 10 days maximum | | Consolidation | Learning packs prepared by class teacher  Online resources – consolidation based  Teacher will also ‘check-in’ on pupil at least once a week. | | Work to be collected on a weekly basis |
| Two | Class(es) closure – children and staff self-isolating – maximum 10 days | | Continuation of the curriculum – new learning | Learning pack available for first two days  Online learning, teacher to complete remotely from home  Paper based work for highlighted subject areas (eg handwriting) | | Work will be marked and returned to children through a variety of methods |
| Three | Whole school closure due to multiple confirmed cases – children and staff self-isolating – 10 days maximum | | Continuation of the curriculum – new learning | Online learning, teacher(s) to complete remotely from home | | Work will be marked and returned to children through a variety of methods |
| Four | Whole school closure due to National or Local lockdown. Staff not self-isolating. Unknown time frame school remains open for target groups | | Continuation of the curriculum – new learning | Online learning for the majority of the school.  Online learning plus in school support for targeted groups | | Work will be marked and returned to children through a variety of methods |

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| A weekly workbook will contain consolidation activities in | YG | How long will you expect the work to take the child to complete (minutes) *This does not include the teaching time.* | | | | | | | | Online | Paper | How will support be given to vulnerable groups | | | | | | | Monitoring | Feedback |
| R | 1 | 2 | 3 | | 4 | 5 | 6 |  |  | SEND | | EAL | SEMH | BEH | CU | |
| Maths | R-6 | 5  10 | 10 | 15 | 20 | | 25 | 30 | 35 |  |  | Differentiated work in line with age and ability | | Help from CLAS to provide language appropriate instructions | Support through school via telephone, email, DOJO | Support through school via telephone, email, DOJO | Support through school via telephone, email, DOJO | | Monitoring will be achieved once the child returns to school | Feedback will be given to the child on return to school |
| Number Bonds | 1 | - | 10 | - | - | | - | - | - |  |  |
| Times Tables | 2-6 | - | - | 10 | 10 | | 15 | 15 | 15 |  |  |
| Writing | R-6 | 5  10 | 10 | 15 | 20 | | 25 | 30 | 35 |  |  |
| Phonics | R-6 | 10 | 10 | 15 | - | | - | - | - |  |  |
| Guided Reading | 2-6 | - | - | 20 | 20 | | 20 | 20 | 20 |  |  |
| Reading | R-6 | 10 | 10 | 15 | 20 | | 25 | 30 | 35 |  |  |
| Spellings | 2-6 | - | - | 10 | 10 | | 10 | 15 | 15 |  |  |
| Handwriting | 2-6 | - | - | 10 | 10 | | 10 | 15 | 15 |  |  |
| Grammar | 2-6 | - | - | 10 | 10 | | 10 | 15 | 15 |  |  |
| RE | R-6 | 10 | 10 | 15 | 20 | | 25 | 30 | 35 |  |  |
| History or Geography | R-6 | This would be a mini project for the children to complete over the 10 days isolation period | | | | | | | |  |  |
| Computing | 1-6 |  |  |  |  | |  |  |  |  |  |
| PE – link to online video or lesson (eg Joe Wicks) | R-6 | 20 | 20 | 20 | 20 | | 20 | 20 | 20 |  |  |
| Science | 1-6 | 10 | 10 | 15 | 20 | | 25 | 30 | 35 |  |  |
| Art | R-6 | 10 | 15 | 20 | 25 | | 30 | 30 | 30 |  |  |
| Tier Two/Three | | | | | | | | | | | | | | | | | | | | | |
| The expectations are: | | | | | | | | | | | | | | | | | | | | | |
| Teachers provide two registration sessions per day  (am) attendance compulsory  (pm) attendance voluntary | | | | | | * Greet the children * Morning prayer * Review of yesterday’s learning – problem solving * Explain today’s learning * Could also include short grammar, mental maths, phonics or spelling activity | | | | | | | | | | | | | | | |
| The teacher will prepare either a teaching clip or live lesson for each subject | | | | | | That clip could be any of the following:   * Recorded video clip of the teacher, teaching the concepts, skills etc * Recorded video clip of the teacher showing the children how to (this could be the teacher showing the children how to do something on paper, rather than ‘talk and board’ – eg maths calculation) * A prepared slide show by the teacher * A link to a Youtube video or other educational clip * A link to a slide show * A link to a website * A television show or clip | | | | | | | | | | | | | | | |
| Frequency will be in line with school curriculum | | | | | | Daily | | | | | | | Weekly | | | | | Online programmes | | | |
| * Maths * English/Writing * Phonics * Reading | | | | | | | * Handwriting * RE * Science * Geography or History * Art/DT * Music (if possible) * French (KS2) | | | | | * Computing (with feedback session) * PE * Times tables | | | |
| Contact with the class and between peers will be maintained by | | | | | | * One telephone welfare call at the start of lockdown period to ascertain any potential barriers to home learning and to check-in with parent and child. More calls will be made if needed * Daily motivational DOJO’s * Pre-recorded learning activities * Daily Teams live group meetings to ensure that the class have contact with their teacher and their peers (groups of no more than 15) | | | | | | | | | | | | | | | |

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| Subjects | YG | How long will you expect the work to take the child to complete (minutes)  *This does not include the teaching time.* | | | | | | | Online | Paper | How will support be given to vulnerable groups | | | | | Monitoring | Feedback |
| R | 1 | 2 | 3 | 4 | 5 | 6 | SEND | EAL | SEMH | BEH | CU |
| Maths | R-6 | 5  10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  | Differentiated work in line with age and ability | Help from CLAS to provide language appropriate instructions | Support through school via telephone, email, text, including school social worker | Support through school via telephone, email, text, including school social worker | Support through school via telephone, email, text, including school social worker | Monitoring will be achieved through Microsoft Teams. The class teacher can monitor what children are watching, interacting with and completed work can be submitted | Feedback can be given to individual children/groups/the whole class through Microsoft Teams |
| Number bonds | 1 | - | 10 | - | - | - | - | - |  |  |
| Times tables | 2-6 | - | - | 10 | 10 | 15 | 15 | 15 |  |  |
| Writing | R-6 | 5  10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| Phonics | R-6 | 10 | 10 | 15 | - | - | - | - |  |  |
| Guided Reading | 2-6 | - | - | 20 | 20 | 20 | 20 | 20 |  |  |
| Reading | R-6 | 10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| Spellings | 2-6 | - | - | 10 | 10 | 10 | 10 | 10 |  |  |
| Handwriting | 2-6 | - | - | 10 | 10 | 10 | 10 | 10 |  |  |
| Grammar | 2-6 | - | - | 10 | 10 | 10 | 15 | 15 |  |  |
| RE | R-6 | 10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| History or Geography | R-6 | 5  10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| Computing | 1-6 | - | 10 | 10 | 15 | 15 | 20 | 20 |  |  |
| PE | R-6 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |  |  |
| Science | 1-6 | - | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| Art/DT | R-6 | 10 | 15 | 20 | 25 | 30 | 30 | 35 |  |  |
| French | 3-6 | - | - | - | 10 | 10 | 15 | 15 |  |  |
| Music | R-6 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |  |  |

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| Tier Four | | | |
| The expectations are: | | | |
| Teachers provide two registration sessions per day  (am) attendance compulsory  (pm) attendance voluntary | * Greet the children * Morning prayer * Review of yesterday’s learning – problem solving * Explain today’s learning * Could also include short grammar, mental maths, phonics or spelling activity | | |
| The teacher will prepare either a teaching clip or live lesson for each subject | That clip could be any of the following:   * Recorded video clip of the teacher, teaching the concepts, skills etc * Recorded video clip of the teacher showing the children how to (this could be the teacher showing the children how to do something on paper, rather than ‘talk and board’ – eg maths calculation) * A prepared slide show by the teacher * A link to a Youtube video or other educational clip * A link to a slide show * A link to a website * A television show or clip | | |
| Frequency will be in line with school curriculum | Daily | Weekly | Online programmes |
| * Maths * English/Writing * Phonics | * Handwriting * RE * Science * Geography or History * Art/DT * Music (if possible) * French (KS2) | * Computing (with feedback session) * PE * Times tables |
| Contact with the class and between peers will be maintained by | * One telephone welfare call at the start of lockdown period to ascertain any potential barriers to home learning and to check-in with parent and child. More calls will be made if needed * Daily motivational DOJO’s * Pre-recorded learning activities * Daily Teams live group meetings to ensure that the class have contact with their teacher and their peers (groups of no more than 15) | | |

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| Subjects | YG | How long will you expect the work to take the child to complete (minutes)  *This does not include the teaching time.* | | | | | | | Online | Paper | How will support be given to vulnerable groups | | | | | Monitoring | Feedback |
| R | 1 | 2 | 3 | 4 | 5 | 6 | SEND | EAL | SEMH | BEH | CU |
| Maths | R-6 | 5  10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  | Please see support as set out below | | | | | Monitoring will be achieved through Microsoft Teams. The class teacher can monitor what children are watching, interacting with and completed work can be submitted | Feedback can be given to individual children/groups/the whole class through Microsoft Teams |
| Number bonds | 1 | - | 10 | - | - | - | - | - |  |  |
| Times tables | 2-6 | - | - | 10 | 10 | 15 | 15 | 15 |  |  |
| Writing | R-6 | 5  10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| Phonics | R-6 | 10 | 10 | 15 | - | - | - | - |  |  |
| Guided Reading | 2-6 | - | - | 20 | 20 | 20 | 20 | 20 |  |  |
| Reading | R-6 | 10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| Spellings | 2-6 | - | - | 10 | 10 | 10 | 10 | 10 |  |  |
| Handwriting | 2-6 | - | - | 10 | 10 | 10 | 10 | 10 |  |  |
| Grammar | 2-6 | - | - | 10 | 10 | 10 | 15 | 15 |  |  |
| RE | R-6 | 10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| History or Geography | R-6 | 5  10 | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| Computing | 1-6 | - | 10 | 10 | 15 | 15 | 20 | 20 |  |  |
| PE | R-6 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |  |  |
| Science | 1-6 | - | 10 | 15 | 20 | 25 | 30 | 35 |  |  |
| Art/DT | R-6 | 10 | 15 | 20 | 25 | 30 | 30 | 35 |  |  |
| French | 3-6 | - | - | - | 10 | 10 | 15 | 15 |  |  |
| Music | R-6 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |  |  |

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| Tier Four Support | | | |
| The school would offer support to out most vulnerable children and other vulnerable groups as stated | | | |
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| SEND – During an extended period of Local or National Lockdown, children with SEND will be provided with additional school support that is above and beyond the universal offer to all children | | | |
|  | EHC Plans | Support Plus | Other SEND children on code of practice |
| Support | Daily | 3 days per week | 2 days per week |
| With Whom | 1:1 with SSA | 2:1 with SSA | Small groups with designated TA in year groups |
| Time | 2 hours | 2 hours | 2 hours |
| Focus | Maths/English/IEPs | Maths/English/IEPs | Maths/English/IEPs |

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| Vulnerable Children – During an extended period of Local or National Lockdown, vulnerable children will be provided with additional in school support | | | | |
|  | Level 1 | Level 2 | Level 3 | Level 4 |
| Support | Daily | Daily | 3 days per week | 2 days per week |
| With Whom | DHT/TA | CT/TA | CT/TA | CT/TA |
| Time | 2 hours | 2 hours | 2 hours | 2 hours |
| Focus | Mindfulness, Maths and English | Mindfulness, Maths and English | Mindfulness, Maths and English | Mindfulness, Maths and English |

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| EAL children – During an extended period of Local or National Lockdown, children with EAL will be provided with additional in school support | | | | |
|  | INA – No English | Early Acquisition | Developing Competency | Competent |
| Support | Daily | Daily | Daily | Daily |
| With Whom | CT/TA | CT/TA | CT/TA | CT/TA |
| Time | 2 hours | 2 hours | 2 hours | 2 hours |
| Focus | Explanation of work | Explanation of work | Explanation of work | Explanation of work |

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| Children already highlighted as needing Catch Up – During an extended period of Local or National Lockdown, children who have been identified as needing catch up will be provided with additional school support | | | | |
|  | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 | Year 6 |
| Support | Weekly | Weekly | Weekly | Weekly |
| With whom | CT/TA | CT/TA | CT/TA | CT/TA |
| Time | 1 hour | 1 hour | 1 hour | 1 hour |
| Focus | Catch up interventions | Catch up interventions | Catch up interventions | Catch up interventions |

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| Key Worker/vulnerable – During an extended period of Local or National Lockdown, children who are identified as children of key workers will be offered places if needed or in line with Government guidance |