St. Bede's RC Primary School

Remote Learning Plan 2020-21

Rationale

In the uncertain times that we are currently living in, it is important that we are fully prepared for the possibility that we may have to have a full or partial closure of school depending on the local and national Covid-19 situation.

There will also be instances where individual children will be self-isolating due to coming into contact with a positive case of Covid 19.

As a school we are producing detailed plans for remote education so that children will have access to a high quality education at home.

The main source of communication between the teacher and home when remote education is taking place is SeeSaw. Please ensure that you are able to access your child's SeeSaw account and let their teacher know if you are unable to access it.

School Appraoch to Home Learning

We are taking a blended approach to home learning which will consist of using a variety of online and paper-based resources.

The majority of the home learning tasks will be set using SeeSaw. This allows the teachers to set work for their pupils. Children can complete their work online and return it to their teacher to be marked. Seesaw also enables parents to communicate with their child's teachers.

We know that not every child has access to online learning and in such circumstances we will provide paper-based work to be completed.

In addition to providing work and activities, communication with the class teacher is vital. In such circumstances that a class is working from home for a significant period of time then weekly Google Meets would be arranged. This would provide opportunities to 'check in' with the class and a chance to answer questions about learning.

In addition to this the class teacher will provide a video to introduce new learning if appropriate.

School Arrangements

A class is sent home due to a positive test in the class.	- Home learning tasks to be set via Seesaw and in line with the subject arrangements. - Teachers to make reasonable adjustments for children with SEND. For example, provide work from a previous age group. - If the teacher is unable to set work, then the subject lead will make arrangements for the work to be set. - Children without access to the internet to be given paper copies of work. (Teacher/ SLT to coordinate)
An individual child or small group of children have to self-quarantine due to a positive test of a family member.	- Home learning tasks to be set via Seesaw and in line with the subject arrangements. - Children without access to the internet to be given paper copies of work (arrangements to be made by SLT). - Subject lead to provide guidance where required. - Teachers to monitor response to set work and make contact with parents if work is not completed to identify if other support is needed.
A key stage or the whole school is sent home due to multiple positive tests.	- Home learning tasks to be set via Seesaw and in line with the subject arrangements. - Children without access to the internet to be given paper copies of work (arrangements to be made by SLT). - Subject lead to provide guidance where required. - Teachers to monitor response to set work and make contact with parents if work is not completed to identify if other support is needed.
Parent and Pupil Engagement	- Communication between parents, pupils and teachers will be greatly enhanced by the use of Seesaw. - If there are pupils who are not completing the work set then the teacher should make an enquiry through Seesaw and try to address any barriers which may be preventing children from completing their tasks. This may take the form of providing alternative resources such as printed materials or giving extra support and guidance to individual pupils. - If necessary the teacher will phone the parent if contact through Seesaw is not possible.
Well-being support	Identified families / children to be contacted on a weekly basis to check if there is any additional support needed.

Subject Arrangements

Subject	How will this be taught during a class or school closure? What reasonable adjustments need to be made for children with SEND?	What arrangements need to be made if a child does not have access to the internet?
Literacy	English home learning tasks will be set via Seesaw. In key stages one and two this should amount to at least the equivalent of three English lessons per week. In key stage one, lessons may be more frequent although activities may be shorter (e.g. for phonics). If a class bubble goes into lockdown the class teacher is expected to set tasks which link to the curriculum they have planned for those two weeks in their medium term planning. Writing tasks can be created based on sentence stacking lessons, or use of the various suggested websites. Children with SEND should be set appropriate, differentiated tasks. English lessons may link to a topic, e.g. Year 4 could write a postcard to Rome based on their History work on the Romans. All teachers will record a short video at the beginning of each lockdown week to introduce the writing and grammar tasks they have set. The clips should provide an explanation of anything they feel is not clear for the children and parents. **Phonics** Teachers must set phonics work related to the sound(s) that were due to be taught that week. Teachers must make reference to the sounds being taught in the short video that is used at the beginning of the week.	If a family does not have access to the internet then workbooks will be sent home to be completed. Teachers may decide to send home paper copies of the work being set online, if this is possible. Children with no access to the internet should be provided with appropriate stationary if required. Children who have no access to a computer should be monitored on a twice weekly basis either through a phone call or email.
Maths	**White Rose Maths** All year groups to follow the small steps guidance with the relevant video and worksheets linked via Seesaw.	Teachers to use the maths worksheets/ teaching videos from the White Rose Maths website which are linked to each small step

	Teachers to provide marking and feedback. Maths home learning tasks will be set via Seesaw. White Rose Maths sessions to be followed. In Key Stage Two this should amount to at least the equivalent of one Maths lesson a day. In Key Stage One, this should amount to at least the equivalent of one Maths lesson a day. (Judge your class and advise SLT) **<u>Basic Maths</u>** KS2 Fluent in 5 KS2 Flashback 4 This could also be a mix of times tables. Children with SEND should be set appropriate, differentiated tasks. **Other Websites/ Resources** **Mathletics TT Rock Stars Purple Mash BBC Bitesize**	If a family does not have access to the internet, copies to be sent home of the worksheets which have been set. Children without access to online learning should be provided with appropriate stationary if required.. SLT to make arrangements for these to be picked-up/ delivered. Contact to be maintained via email/ phone-call. White Rose Maths is to be downloaded into Staff Share for access for copying purposes.
RE	One piece of RE to be completed each week from the relevant unit. Teacher to use home-learning resources which have been created by the diocese. http://www.edurcdhn.org.uk/school/resources/schoolresourcescovid19.php	Paper copies to be downloaded and sent home.
Project	A project or a series of mini projects to be set. The project must be linked to the year group national curriculum, it must reflect a broad and balanced curriculum and offer a range of activities.	Project work to encourage children to engage in activities that are not based on-line.

EYFS	How will this be taught during a class or school closure? What reasonable adjustments need to be made for children with SEND?	What arrangements need to be made if a child does not have access to the internet?
Literacy	• EYFS teachers record and upload short online sessions of explicit teaching to SeeSaw each week (1x phonics session and 1x story session). These will be scheduled and uploaded at the same time each week. • Parents to be given a schedule of weekly events. • Literacy work to be linked to topic work where possible. • Literacy work to be differentiated.	• The work set should encourage our EYFS children to be learners in all moments and environments (around their homes / in their gardens), rather than being heavily reliant on technology. • Non-negotiables to be set for families without the use of technology (i.e. reading a story daily, counting household objects). • Ensure that such families have appropriate alternative supplies at home (i.e. books, stationary). • Printed paper copies of tasks, for children without internet access. • KM and EB offer support to parents via telephone who are not able to message instantly online (via SeeSaw).
Maths	• EYFS teachers to record and upload short online sessions of explicit teaching to SeeSaw each week (1x maths session). These will be scheduled and uploaded at the same time each week. • Parents to be given a schedule of weekly events. • Maths work to be linked to topic work where possible. • Maths work to be differentiated.	
RE	• Staff continue to follow the Come and See scheme, making links to other areas of learning where possible.	
Project	• Cross curricular project work will be set, rather than day by day work. This will cover all areas of learning. Please see the planning proforma. • Families will be encouraged to send in photographs / videos / copies of their work. • There will be a competitive element to the projects (i.e. Mrs Rooney selects her favourite...). • Staff to plan for activities that involve plenty of physical movement (i.e. songs, dance, scavenger hunts).	