

# Holy Cross Catholic Primary School

## Contingency Plan for Remote Learning

Updated January 2021



### Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

**For details of what to expect where individual pupils are self-isolating, please see the final section of this page.**

#### When should this apply?

Holy Cross will move to remote learning if :

- a class bubble has been asked to self-isolate because of close contact in school
- a pupil has Covid-19 Symptoms and is self-isolating pending a test result
- a pupil is self-isolating because of a confirmed case in the child's household

In all other scenarios pupils should be in school accessing the normal school work.

#### The remote curriculum: what is taught to pupils at home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

#### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

#### Emergency Work Pack

In the event that a bubble should have to self-isolate we have prepared a two-day emergency work pack for each pupil that has been sent home ahead of any closure.

This pack should only be used when the school advises parents that they should do so.

#### Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, in some cases we may need to make adaptations in some subjects to suit remote delivery.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

In line with DFE guidance, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following minimum number of hours each day:

<b>Key Stage 1</b>	Minimum average 3 hours per day, with less for younger children.
<b>Key Stage 2</b>	Minimum 4 hours per day.

The work set will be a continuation of what has been planned within each year group's long-term and medium-term plans. In the event that the unit cannot be delivered remotely it will be swapped to a unit more suitable for home learning.

The work set will include:

- Two RE lessons a week.
- Daily maths lesson
- Daily English lesson
- Daily Phonics lesson (Foundation and Key Stage 1)
- Daily Spellings/Comprehension (Key Stage 2)
- Each day there will be lesson for one of the foundation subjects (Science, History, Geography, Music, Computing, Art, Design Technology).

## Accessing remote education

### How will my child access any online remote education you are providing?

#### Remote Learning

Holy Cross will use Microsoft Office 365 and Tapestry as the preferred platforms to deliver remote learning for pupils in the event of a closure.

[www.office.com](http://www.office.com)

<https://tapestryjournal.com/>

#### Username and Passwords

Each pupil in school has been issued with a username and password for Office 365. Parents in Reception already have Tapestry Usernames and Passwords.

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

In the case that the pupil who is unable to access the remote learning through technology the school will deploy the resources made available through the DfE Disadvantaged laptop scheme.

*"Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)"*

<https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

To find out more information, to request access to a laptop, or to borrow devices that enable an internet connection, please contact the school office in the first instance on 01983 292885.

If pupils require access to printed materials if they do not have online access, parents and carers should contact the class teacher. Printed materials may be collected and dropped off at school safely once completed for review by the class teacher.

We advise that parents and carers should call ahead when collecting or dropping off materials to ensure everyone's safety, and to ensure the class teacher has had sufficient time to prepare resources for home use as materials may require adaptation from those used to deliver learning in school or online.

### **How will my child be taught remotely?**

When teaching pupils remotely, schools are expected 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 practised 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 regular contact with teachers.

We use a variety of approaches including:

- live teaching (online lessons)
- 1:1 and small group interactions with teachers and LSAs, interventions and support, as well as whole class TEAMS meetings to promote social interaction
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- opportunities for pupils to engage in a daily act of worship
- long-term project work and/or internet research activities (although DFE guidance recommends that schools should not be over-reliant on this approach).

## **Engagement and feedback**

**What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

### **Pupil Expectations:**

- Log into Microsoft Teams each day to access the learning activities for that day.
- Take a full and active part in completing all learning activities.

### **Parents are responsible for:**

- Setting a clear routine for their child with set times for completing learning.
- Supporting children to complete the learning activities set.
- Contacting the class teacher with any questions or for clarification about the learning set or to let them know if their child is struggling with the work.
- Ensuring learning set is completed.

### **Communication**

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or with limited access to technology, amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

**How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

- Teachers are required to take a daily register and to monitor engagement online and in other forms as appropriate.
- Teachers are required to keep a record each day as to whether the child had completed work, and to make a note of any interactions (eg that they have had visual sight of the child online).
- Where there is a concern regarding engagement, class teachers or the school office will contact parents to offer support and to ensure the child's well-being in line with the usual Safeguarding Procedures.
- If contact cannot be established with parents and carers, the school's usual Safeguarding Policy will be followed.

**How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Our approach to feeding back on pupil work is as follows:

- in line with our usual feedback and marking practices, teachers will mark a sample of work each day in different subjects across the week (including work submitted on paper).
- teachers and LSAs will identify individual difficulties or misconceptions and may invite the child or group of children to a 'meeting' online or a video call to address them
- pupils or parents can contact the class teacher to request clarification or support.

### **Additional support for pupils with particular needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home.

We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- provide regular opportunities for the child to receive additional support from the class teacher or LSA
- continue to deliver a programme of regular interventions as required
- to ensure tasks are appropriately matched to meet pupils' needs
- for younger pupils, to ensure that there is regular live teaching of Phonics and Reading, and in other subjects as appropriate
- to be in contact with the child and/or parent via TEAMS, email or phone as appropriate to provide support.

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

#### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Holy Cross staff will endeavour to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback in line with the school's usual practices.

This may include remote provision as described above, or a combination of approaches according to the needs of the pupil and their access to the appropriate technology.

The provision of live lessons will naturally be limited during the school day as teachers and LSAs will be working with pupils in school.