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## St Bonaventure's contingency plan for remote learning, term 1 2020

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In September 2020, all our pupils returned to full time education following the COVID19 school closure in March 2020. Although we hope that the majority of our pupils will now have an uninterrupted experience, there is the possibility that an individual child, a year group pod, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all pupils can continue with their education. This meets the expectations set out in the DfE guidance 'Remote Education Support':

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

We will use the class pages on our website as the platform for remote learning. On this page will be important information regarding remote learning during absence from school.

If a family does not have access to a computer/laptop and/or the internet, the school will do all it can to support them and will provide paper packs of learning. Where funding can be accessed, remote devices (e.g. laptops) and/or 4G connections will be sought, particularly for disadvantaged children. Parents are reminded to make the school aware of any barriers to accessing remote learning.

We have identified the three possible absences as follows:

1. An individual pupil self-isolating due to a family member with suspected COVID19.
2. A year group pod closure due to a confirmed case of COVID19.
3. A whole school closure due to a confirmed outbreak of COVID19.

Provision for each scenario:

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| <b>1. An individual pupil self-isolating due to a family member with suspected COVID19.</b>   |
| <ul style="list-style-type: none"><li>• Current White Rose Maths PowerPoints, worksheets and teaching videos where appropriate.</li><li>• Current Power of Reading writing outcome.</li><li>• Home learning activity sheet. This includes MUST, SHOULD, COULD and should be completed in the order it appears on the sheet.</li></ul> |

- Weekly spelling practice
- Weekly times table practice using Maths Shed.

## **2. A year group pod closure due to a confirmed case of COVID19.**

In the event of one year group pod closure in the school and the class teacher remaining well the following would apply:

- Pupils in Years 1-6: daily ½ class Google meetings providing an overview of the days work to be completed. This would enable teachers to then review the previous days work before moving on.
- Reception pupils: ½ class Goggle meetings twice a week.
- Access via the class webpage to White Rose maths PowerPoints, worksheets and teaching video where appropriate.
- Current Power of Reading writing outcome.
- Home learning activity sheet. This includes MUST, SHOULD, COULD and should be completed in the order it appears on the sheet.
- Weekly spelling practice.
- Weekly times table practice using Maths Shed
- High need SEN pupils to receive support from the allocated LSA, under the direction of the class teacher.
- Class teachers to make weekly telephone calls to identified vulnerable pupils.

In the event of more than one year group pod closure we would aim to continue with Google meetings however if this became difficult to achieve due to siblings in different year groups from the same family requiring Google meetings at different times we would move to videos of teachers teaching. In the case of a move to teaching videos, Google meetings would continue for that pod twice a weekly.

If a teacher in a year group pod was unwell, provision would revert to scenario 1.

## **3. A whole school closure due to an outbreak of COVID19.**

- One weekly Goggle meet check in to review the weeks learning, share examples of good learning and address any misconceptions.
- Daily teaching videos uploaded to either the class webpage or the school YouTube.
- Access via the class webpage to White Rose maths PowerPoints, worksheets and teaching video where appropriate.
- Current Power of Reading writing outcome.

- Home learning activity sheet. This includes MUST, SHOULD, COULD and should be completed in the order it appears on the sheet.
- Weekly spelling practice.
- Weekly times table practice using Maths Shed.
- High need SEN pupils to receive support from the allocated LSA, under the direction of the class teacher.
- Class teachers to make weekly telephone calls to identified vulnerable pupils.