
St Bonaventure's contingency plan for remote learning

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 as in the case of a national lockdown, 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 the loan of an electronic device. Please contact the school office in the first instance. 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 or a regional/national lockdown.

School expectations of pupil engagement:

In the event of one of these scenarios we expect pupils to submit the work they have completed at the end of each week via the email facility on the class webpage.

Provision for each scenario:

1. An individual pupil self-isolating due to a family member with suspected COVID19.

- Current White Rose Maths PowerPoints, worksheets and teaching videos 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 using Spelling Shed.
- 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 day's work to be completed. This would enable teachers to then review the previous day's 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 using Spelling Shed.
- 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 or a regional/national lockdown.

- Two Goggle meetings each week, one on Monday to check in to explain the week's learning and one on Friday to review the weeks learning, share examples of good learning and address any misconceptions.
- Tuesday-Thursday registration to motivate pupils with the days learning.
- 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.
- Sequence of English lessons based on current Power of Reading text, including a weekly writing outcome.
- Weekly foundation subject lessons linked to the current whole school theme (Science/Art/French/History/Geography)
- Weekly spelling practice using Spelling Shed.
- 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.
- KS2 HLTA to deliver weekly 1:1 google meetings with identified vulnerable pupils.

Reception pupils only:

- Tapestry will be used by school staff to communicate with parents, upload work and give feedback.

FAQs during regional/national lockdown

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| 1. How often is the provision for home learning reviewed? | Senior leaders review the provision of home learning on a weekly basis. Provision for home learning is discussed at local head teacher collaboration meetings. |
| 2. Will my child be taught broadly the same curriculum at home as they would if they were in school? | Yes, we teach the same curriculum in school as we do at home. |

<p>3. What are the school's expectations for my child's engagement and the support that we as parents and carers should provide at home?</p>	<p>The capacity of each family household will vary. We would like all pupils to engage with home learning every day. We have set up the home learning so that it supports parents, through the use of Google meets and teaching videos, to deliver the lessons.</p>
<p>4. How will you check whether my child is engaging with their work and how will I be informed if there are concerns?</p>	<p>Each week, the teacher delivering the home learning will keep a register of the pupils who attend the Google meetings and daily registers, alongside work which is submitted. For pupils identified as not engaging with the home learning, the parents will be contacted and support options will be discussed.</p>
<p>5. How will you assess my child's work and progress?</p>	<p>Each week, the teacher delivering the home learning will mark the work submitted by each child and provide encouragement and praise. They may also provide next steps, suggestions on improvement or direct the child in what to do next.</p>
<p>6. How will you work with me to help my child who needs additional support from adults at home to access remote education?</p>	<p>For pupils with special educational needs, the class teacher will contact the parent and offer advice and support to assist with home learning. This support will remain on-going. If the child has an LSA to support them in school, they will continue to support them with their home learning.</p>