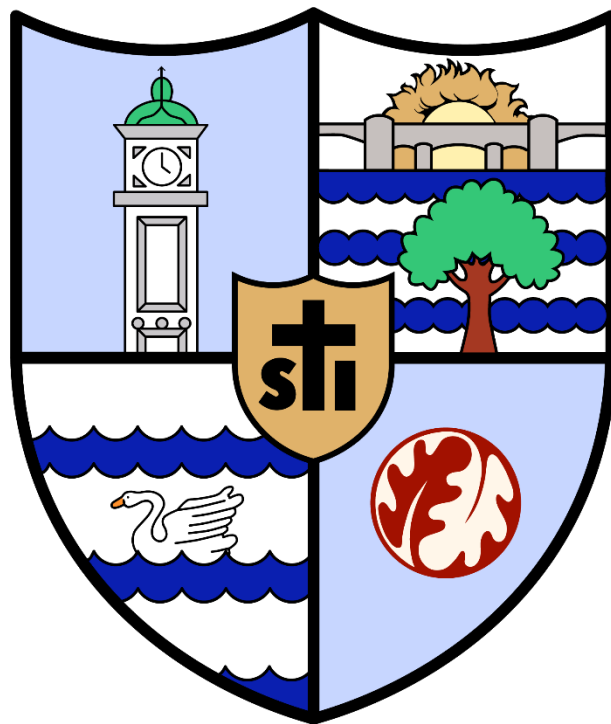


# ST. IGNATIUS

CATHOLIC PRIMARY SCHOOL

EXCELLENCE • UNITY • SERVICE



## REMOTE LEARNING PLAN

January 2021

Written by: Senior Leadership Team

Date: January 2021

## AT A GLANCE GUIDE – COVID-19 GUIDANCE

Frequently asked questions	My child's 'bubble' has closed	My child is self-isolating
For how long does my child need to self-isolate if they have been sent home with suspected COVID-19 symptoms?	n/a	<p>If your child shows symptoms, and is sent home to isolate they should remain at home for 10 days. You should obtain a test for your child as soon as possible</p> <p>The rest of the household needs to isolate for 10 days and any other family member who develops symptoms should also get tested.</p> <p>If your child's test is returned negative, they may return to school. Household contacts can then stop isolating and carry on as normal.</p>
How do I get a test?	To book a COVID-19 test , see <a href="http://www.nhs.uk/as-for-a-coronavirus-test">www.nhs.uk/as-for-a-coronavirus-test</a> or call 119.	To book a COVID-19 test , see <a href="http://www.nhs.uk/as-for-a-coronavirus-test">www.nhs.uk/as-for-a-coronavirus-test</a> or call 119.
What do I do if I am not able to get a test?	Whether your child is tested or not, the bubble will remain closed for the full 10 day period of isolation or as advised by Public Health England.	If you are unable to get a test, your child must remain at home for the full 10 day period of isolation. The rest of the household should also isolate for 10 days.
Does a child need to self-isolate if a sibling has been sent home with suspected COVID-19 symptoms?	n/a	<p>Yes. If the child with symptoms tests negative, they may return to school. If the child with symptoms tests positive, siblings must self-isolate for 10 days.</p> <p>If you are unable to get a test, the sibling and family must self-isolate for 10 days.</p>
My child's bubble has closed due to a confirmed case. Should I get my child tested?	Not unless they are showing symptoms. The bubble will remain closed for 10 days from the start of the confirmed case's symptoms. Dates will be confirmed by letter.	If your child is already self-isolating when the bubble closes, they cannot return until the bubble re-opens. Dates will be confirmed by letter.
Does my child need to self-isolate if a sibling's bubble has been closed as a result of suspected or confirmed COVID -19 case?	No. As long as children are in different bubbles, and nobody in the family has developed COVID-19 symptoms, siblings can remain at school. However, if they are in the same bubble, then they must also self-isolate. If your child starts to show symptoms the sibling must self-isolate following the guidance.	n/a
If my child is sent home with suspected COVID-19 symptoms do I need to get them tested?	Yes. The rest of the family does not need to get a test at this point unless they begin to show symptoms.	Yes. The rest of the family does not need to get a test at this point unless they begin to show symptoms.
If my child has been tested and receives a negative result, can they return to school immediately?	No. The bubble will remain closed for 10 days from the day of the positive case's symptoms. We will confirm the reopening date to you in the letter.	Yes. Please ensure you inform the school of the result before sending them back.
If my child has been tested and receives a positive result, when can they return to school?	If your child's bubble closes because of a suspected or confirmed case of COVID-19, the bubble will remain closed for 10 days.	They will need to remain off school for 10 days from the day of onset of symptoms. The rest of the household including siblings will also need to isolate for a period of 10 days in the case of there being a positive result in the household.



## AT A GLANCE GUIDE – REMOTE LEARNING

Frequently asked questions	My child's 'bubble' has closed	My child is self-isolating
How will my child access work?	On the first day of a bubble closure children will be able to access standing work under the heading 'Get Going' on their Google Classroom page which will take them through some skills and revision work. From the second day of closure onwards, children will be able to access daily work in English, Maths, Science, Topic and RE.	On the first day of self-isolation children will be able to access standing work under the heading 'Get Going' on their Google Classroom page which will take them through some skills and revision work. From the second day of closure onwards, children will be able to access daily work in English, Maths, Science, Topic and RE.
Will my child be able to contact their teacher?	Teachers can be contacted on the Google Classroom page and can make comments and give feedback using this platform. In the event of a bubble closure, the teacher will arrange two class Google Meets a day to introduce the tasks for the day and discuss any issues with children. Parents can also contact their child's class teacher via the class email (allow 48 hrs for response).	Teachers can be contacted on the Google Classroom page and can make comments and give feedback using this platform. Parents can also contact their child's class teacher via the class email (allow 48 hrs for response). Please bear in mind teachers will have a full teaching commitment in school so allow time for a response.
Will my child's work be marked?	All work submitted on time will be commented on by the Class Teacher and/or Teaching Assistant and feedback provided via the Google Classroom link.	All work submitted on time will be commented on by the Class Teacher and/or Teaching Assistant and feedback provided via the Google Classroom link. Do bear in mind if only a few children are self-isolating, the teacher is working in class and may not be able to check Google Classroom or email as frequently.
Will all resources/learning be online?	Resources used will be a mixture of PowerPoint presentations, which will be videoed and/or voiced over by teachers, school learning platforms such as White Rose Maths, Mathletics and some online learning links. We will endeavour to set as many tasks as we can that can be completed online but some tasks will need to be paper based.	Resources used will be a mixture of PowerPoint presentations, which will be videoed and/or voiced over by teachers, school learning platforms such as White Rose Maths, Mathletics and some online learning links. We will endeavour to set as many tasks as we can that can be completed online but some tasks will need to be paper based.
How will I know how my child is doing?	All work uploaded on to Google classroom will be assessed by teachers and feedback provided. Teachers will keep record of tasks completed, and will monitor the levels of children's engagement with work.	All work uploaded on to Google Classroom will be assessed by teachers and feedback provided. Teachers will keep record of tasks completed, and will monitor the levels of children's engagement with work.
What if I do not have access to the internet?	If you are unable to access Google Classroom because of technology, device or internet access please contact the school. In this instance we will ensure printed resources are also available. In a limited number of cases, we may be able to provide a laptop.	If you are unable to access Google Classroom because of technology, device or internet access please contact the school. In this instance we will ensure printed resources are also available. In limited number of cases, we may be able to provide a laptop.
My child is ill. Are they still expected to access Remote Learning?	No. Work is set for when a child is well.	No. Work is set for when a child is well.
<i>(In the case of school being fully open)</i> I am anxious about sending my child back to school. If I choose to keep them at home will you provide Remote Learning?	n/a	Government guidance is clear that all children should return to school, and school should not provide home learning unless there are exceptional circumstances. These would have to be agreed directly with the Headteacher.



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## 1. INTRODUCTION

As part of our approach to ensuring a high quality education for our children, we have put together a full Remote Learning Plan to ensure that all parents and staff are clear about the expectations and provision we offer for Remote Education.

Remote Education may take place where a child is self-isolating, has a serious underlying medical condition which restricts their ability to come to school, in case of 'bubble' closure or full lockdown.

## 2. GUIDING PRINCIPLES

We have been led by the government guidance alongside our own principles when formulating this plan. Some of these principles may vary depending on the numbers of children accessing remote education, the demands on the teacher (e.g. if they are also teaching a full day in school) and the health of staff members.

We will adhere to the following guiding principles wherever possible:

- We will use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to St Ignatius' curriculum expectations.
- We will give access to high quality remote education resources.
- We will select online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- We will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum, providing differentiated work that pupils can access as independently as possible.
- We will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- We will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally.
- We will provide frequent, clear explanations of new content, delivered either by a St Ignatius teacher or through high-quality curriculum resources or videos
- We will monitor and assess 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.
- We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, including contact with teachers during the week.
- We expect parents to support their children in accessing and completing Remote Education, informing school as soon as possible if they are encountering any difficulties.
- We expect children to complete work assigned to the best of their ability and submit their work as directed by the teacher.



### • 3. REMOTE CURRICULUM

The remote provision provided will vary depending if individual children are self-isolating, a bubble has closed or if there has been a full closure to all children other than critical workers and vulnerable children.

Our Remote Curriculum will follow the same work that the children are receiving in school. This has been carefully planned and sequenced and will be delivered as much as possible using the same high-quality resources as provided in school. This will at least consist of English, Mathematics, Religious Education, Science and Topic (which will include Art, Music and DT). Resources and slides for these subjects will be uploaded for each day, with daily tasks set as assignments. These should be submitted daily and teachers will be able to feedback on this work throughout the week.

On the first day of isolation or bubble closure, teachers may not have work ready for pupils to complete directly on that day. In order to ensure children do not miss out on a day of learning, there will be a **Get Going** section in each Google Classroom, with standing work that pupils can complete to revise and consolidate learning.

Wherever possible we will use the same resources as the children in class. However, where this is not possible, we will ensure that online resources are of a high quality and suitable for home learning, for example those from Oak Academy Online, CBBC or White Rose for Maths. We will provide a combination of presentations (e.g. teacher-led PowerPoint lesson input and video), along with online resources to support learning.

We will endeavour to set as many tasks as we can that can be completed and submitted online; however, there will be tasks that will have to be completed using paper. These can be submitted by scanning the work or taking a picture with a mobile phone and uploading these to the set assignment.

Pupils will be able to ask questions to the class teacher by writing on the comments section of the assignment and teachers will be able to respond. They will also be able to communicate with class teachers directly during live daily sessions in the event of full lockdown.

Tasks will be marked by staff by leaving comments on the uploaded work and returned to the pupil in the week. These completed tasks will be either printed at school and attached to books or retained on the Google drive so that there is evidence that pupil's learning has taken place whilst they have not been able to attend school.

As we also subscribe to a number of online resources such as Mathletics, Bug Club, Times Tables Rockstars and Spelling Shed, these should be used daily as well as reading with an adult.



## Summary of provision in the event of a full lockdown

All remote learning will continue to be provided for children via Google Classroom. Year groups will continue to provide the same learning that is being taught in school. This includes:

- daily Maths lessons
- daily English lessons
- foundation subject lessons in the afternoon (eg. Science/Topic/RE/Art/Music)
- two PE activities a week
- weekly yoga lesson
- whole school assembly
- Athletics, Bug Club, Timestable Rockstars and Spelling Shed

Additionally, each class will have **two** Google Meet ‘check-in’ sessions every day - one in the morning and one in the afternoon. These are clearly timetabled below to avoid clashes between siblings, so please try to adhere to the given times.

We will be including weekly timetables on Google classroom, during the coming week, where we will add in additional activities and lessons. Assemblies will be recorded and will be uploaded onto Google Classroom.

Morning Meet	Afternoon Meet	Classes
9:00 - 9:15	12:00 - 12:15	St Mary, St John Bosco, St Clare
9:15 - 9:30	12:15 - 12:30	St Francis, St Benedict, St Brigid
9:30 - 9:45	12:30 - 12:45	St Oscar, St John Paul, St Teresa, St Paul
9:45 - 10:00	12:45 - 13:00	St Martin, St Anne, St Margaret, St Peter

Check-ins for both classes will be led by the year group teacher who is working from home.

### Google Meet Content

Teachers will check in live with the children twice each day. In the morning they will take a register and introduce the morning lessons, explain the learning objectives and tasks and ensure the children understand the work set. In the afternoon, teachers will revisit the morning’s work, checking understanding and addressing any misconceptions.

The live Google meets with the teacher will also provide opportunities for the children to engage in a range of additional interactive activities together with their peers and teacher, e.g. prayer or class worship, quizzes, spellings and times table games, story time or reading a chapter of their class book.

### Lesson Content

Lessons (called ‘Assignments’ on Google Classroom) will be posted the evening before they are to be completed by children. This is designed to give parents time to prepare resources should they need to. Assignments will be scheduled to be posted at 7pm



## Lesson Format

Lessons will be in the form of a slideshow recorded with audio/video. This means that the teacher will deliver the first part of the lesson on a presentation, where the children will see and hear them. (Children will already have had an opportunity to discuss this work with the teacher in the morning 'meet'.) They will then have time to complete tasks independently and revisit and discuss the learning live in their Google meet with the teacher during the day, or the following morning. This will provide a continuity to the children's learning and will ensure the teacher can check their understanding and progress throughout the week.

Some lessons will have additional resources. Where possible, we will use file formats that are widely accessible across a range of devices. Each day's lesson will appear as a separate assignment on Google Classroom, so that work can be submitted individually. Assignments will have a set the 'due date' for the following Monday, so that children have the weekend to catch up should they need to.

## Early Years Foundation Stage

In addition to the daily meets with a teacher, for Reception children we will provide a weekly timetable that sets out three daily learning sessions covering phonics, maths, RE and the other areas of the EYFS curriculum. The timetable will build weekly on acquired learning and skills and will be current to the children's needs and interests. Timetables will be updated weekly and online resources will support this learning where appropriate. As the children are so young, we suggest that you spent time working with your child to ensure they are able to access the learning provided and make good progress.

In addition to this, Reception staff will upload one video a day which will be linked to the children's learning or maybe a story for children to listen to. Children in reception will have the opportunity for two Google Meets a day, the same as other year groups.

Do remember that play is a hugely important part of a child's development, helping young brains to develop and for their language and communication skills to mature. Time spent talking to and playing with your child will teach them about communication, develop their motor skills and help them with problem solving.

No learning task in Reception should take more than 20 minutes. Wherever possible, please ensure that your child has time to play and exercise in between learning sessions as they would in school. This will help them to be focussed and concentrate better during learning times.

## Retaining and assessing children's work

Teachers will not delete completed assignments from Google Classroom. Instead, they will file and retain children's work on the Google drive once the due date has been reached. In this way we will be keeping a record of work completed by the children and will be able to assess and monitor work and progress, along with engagement with online learning.

In addition, school will be providing exercise books for the children who are not in school. We would like children to use these for any work that they would otherwise complete on paper, and then upload onto Google Classroom in the normal way, as set out below. They can then bring these books back to school at the end of the period of partial school closure.



### Submitting work and giving feedback

All work completed by children should be returned using Google Classroom. Children can upload work by taking a picture and uploading it, or uploading a digital file. All submitted work will be marked with a simple private comment.

## 4. SAFEGUARDING

Parents should contact teachers via the class email and not on Google Meet or other channels (e.g., Facebook accounts, or contact pupils using their personal email addresses or phone numbers). Teachers should also contact parents via the appropriate channels.

It is the school's duty to stay in regular contact with children even during a full lockdown. Where the school has not seen a child attend the daily Google Meet, or work is not being regularly submitted, the teacher will inform their Phase Leader. Senior Leaders will then attempt to make contact with the family to see if they need any additional help accessing remote learning resources and to ensure the well-being of the child and family.

Likewise, should parents experience difficulty in accessing remote learning, or encouraging children's engagement they should, in the first instance, alert the class teacher who will work with you to support your child's learning.

Where comments are switched on in the class stream, children should only talk about schoolwork; if inappropriate comments are being made the class teachers can 'mute' individual children to prevent them posting anything inappropriate or that could be construed as bullying. As meetings will be taking place in people's homes, it is important that parents (or children) do not discuss or make judgements about other children's homes.

Where possible, pupils/parents should:

- Use a shared space in their house, rather than in their bedroom.
- Be appropriately dressed – e.g. no pyjamas
- Use appropriate language.
- Ask parents who will also be there to be mindful that other children might see or hear them and anything in the background.

## 5. ONLINE SYSTEMS

We will be using Google Classroom as our Remote Education platform. We may also place some video content on the school website, such as assemblies and other school events and activities.

### How do I access Google Classroom?

Google classroom can be accessed by using the email address, password and class code provided by the school. If these details have been misplaced, they will be available from the class teacher via the class email. Each pupil will have their own login linked to their class so siblings will need individual logins and these should not be shared with anybody else.



### What will I see on the screen?

When first logging into Google Classroom, the user will be taken to the 'Stream' page where any updates from class teachers will be posted. Along the top, there are three categories – these are 'Stream', 'Classwork' and 'People'.

All work assigned will be on the 'Classwork' page. There is a list of topics down the left hand side which will ensure the user can access these without having to scroll down.

Within these topics will be the material needed for teaching, such as PowerPoints, video links, articles, etc. followed by the daily assignment tasks.

The 'People' tab will give users the opportunity to contact their teacher if they need to.

### What lessons will my child complete each day?

Children will complete one Maths and English lesson each day, along with at least one afternoon a day. This will include subjects such as Topic, Science and RE. Topic lessons will include History and Geography, Music, Art and DT where possible all of which will be linked to the main topic content, so that children will be able to access a broad and varied range of tasks.

### How do I access work?

Work can be accessed by going to the 'Classwork' tab and then by selecting the subject from the list on the left side of the screen or scrolling down through the topics. Materials will be posted for that week's learning at the top followed by either daily or weekly assignment tasks, depending on the subject.

### How do I submit work?

Work is submitted by accessing the assignment task. If there is a worksheet already in place by 'Your work', simply complete this and then exit out of it and click 'Turn in'. This will be autosaved and the teacher will receive it.

If work is being uploaded that is saved locally on a computer, or via a photograph/scan of work completed by hand:

- Click on 'Your work' tab
- Click on 'Add' or 'Create'
- Select Google Drive, Link or file depending on where the document or picture is saved.
- Click 'Turn In'

If work is going to be completed straight onto the computer but no worksheet is given, pupils can select 'Add' or 'Create' and then choose from the Google programs to complete the task and then click 'Turn In'.

### How do I communicate with the teacher?



You can communicate with the teacher via your class email address. If there is a question about a specific assignment, questions can be posted underneath the assignment in Google Classroom and teachers can reply there.

### How will my child's work be monitored and assessed?

Teachers will monitor and provide feedback remotely on work submitted on Google Classroom on time. They will be able to track pupil's progress and see how long a pupil has spent on a task. Work will be continually assessed and monitored, along with pupils' engagement and activity on Google Classrooms. We expect children to work to the best of their ability and to ensure that the work they submit reflects a sincere effort in engaging with the task.

In case of work being provided where only a few children are self-isolating, please bear in mind that the teacher is working in class and may not be able to check Google Classroom or email regularly. In case of a full bubble closure or lockdown, the teacher will be available more readily to respond to questions or comments.

## 6. PROVISION OF PRINTED RESOURCES

If you do not have access at home to the internet or are using limiting devices, such as a mobile phone, please contact the school as soon as possible so that we can prepare packs of printed resources.

## 7. YOUNGER CHILDREN AND THOSE WITH SEND

Wherever possible we will use the same resources as the children in class. However where this is not possible, we will ensure that online resources are of a high quality and suitable for home learning. Tasks will be differentiated to support all learners. Where required, children will have individual plans suitable for their needs.

## 8. MONITORING AND ASSESSMENT

Children should upload their work daily onto Google Classroom. We will assess the children's learning through:

- continuous assessment (monitoring the quality of children's work and understanding)
- formal assessment (providing tests and quizzes online for children to complete)
- monitoring engagement and ensuring children are either accessing Google Classroom or completing work on paper-based resources

## 9. PASTORAL SUPPORT



As has been the case during full lockdown, the school will maintain regular contact with families by Google Meet, telephone and email. If you or your child is in need of pastoral support from the school, please do alert us, and we will provide support in any way we can. Mrs O'Neill is the Pastoral Lead at the school and you can contact her directly by email at: [head@st-ignatius.surey.sch.uk](mailto:head@st-ignatius.surey.sch.uk) at any time.

## 10. CONTACT WITH TEACHERS

We understand the importance of children having contact with teachers in school. Where a Bubble or the school is closed, teachers will arrange two daily Google Meets a day with the children. This is an opportunity for them to speak to the children, explain tasks and answer questions. Google Meets are an opportunity for children to have contact with their teacher rather than parents. If parents have a question, then they should communicate with the class teacher via the class email address and the teacher will respond directly to you.

Where the bubble remains open, please bear in mind this could take up to 48 hours as teachers will also have teaching commitments in the classroom.

In the event of a full lockdown, staffing issues may mean that it is not your child's current teacher that is taking part in the Google Meet.

## 11. EXPECTATIONS OF PARENTS AND CHILDREN

If your child is learning from home, and they are well they are expected to complete and submit the work set for them as instructed by their class teacher. The quality of work submitted should reflect a child's best effort and engagement with their learning. We understand the difficulties parents may have teaching their children at home due to childcare, technology constraints or their own work commitments. If you are finding the amount of work unmanageable then please let the class teacher know and we can discuss how to support you.

You can support your child's learning at home by creating a structure to their day, timetabling learning and leisure time, allowing time for outdoor activities and exercise and by spending time with them to support reading and other work.

## 12. EXPECTATIONS OF STAFF

Staff will set work as outlined above and ensure that children receive feedback in a timely way to support their learning and address misconceptions. When planning lessons, teachers will work to ensure that online resources are uploaded onto Google classroom for children to access each day. PowerPoints and video links should be detailed and well stepped to support independent learning.



