

The following contingency plan sets out expectations for providing remote education in the event of a COVID-19 outbreak or the closure of year group bubbles.

### **Purpose of the plan:**

This plan outlines the actions the school will take to provide remote education under the following circumstances:

#### **Scenario 1**

- Where a class, group or small number of pupils need to self-isolate following a confirmed case of Covid-19.
- There is a local or national lockdown requiring pupils to remain at home.

#### **Scenario 2**

- Any pupils shielding (long term)
- Any pupils needing to self-isolate but their peers remain in school
- Pupil is awaiting test result (short term)

### **Aims:**

The remote learning contingency plan will:

- Ensure immediate remote education is available should the need arise.
- Follow the intended curriculum teaching sequence in school
- Offer high quality online and offline resources with links to videos well matched to the school's curriculum expectations
- Ensure pupils receive regular assessment and feedback impacting on their attainment
- Provide printed resources to support those who do not have access to technology.
- Be suited to the needs of the pupils. Younger pupils and pupils with SEND will have appropriate tasks set that encourage the development of independence.
- Provide opportunity for a broad and ambitious curriculum.

### **Effective online learning:**

According to a report by the Education Endowment Foundation (2020), teaching quality is more important than the methods used for delivery. Therefore, if effective elements such as clear explanations, scaffolding and feedback are present, pupils should learn just as effectively through remote teaching as they do during face-to-face instruction. Peer interaction in distance learning – for example, utilising peer marking, live discussions of lesson content, and sharing models of good work – was found to be effective in motivating pupils and improving outcomes. Strategies that support students to work independently, such as checklists, daily plans and reflecting on their work, were also recommended.

### **Seesaw:**

The online learning platform used in school is called Seesaw. This platform was found to be very effective during initial lockdown and pupils and families responded positively to its ease of use. All children have been given home learning codes and homework has been assigned so that pupils regularly engage with the platform. Leaders have selected a platform which allows interaction between teacher and pupil and also allows peer interaction through a class blog. A range of feedback techniques can be used to support pupils learning such as peer marking, annotations, voice memos or 'likes'. The platform is also suitable for mobile devices. For those pupils who do not have access to technology a home learning pack is provided, teachers monitor engagement on the platform and pupils who have not accessed learning will be contacted to ensure they have the appropriate support.

There is an expectation for KS1 children to complete 3 hours of on-line learning to be completed daily, with less for younger children and 4 hours of learning for children in KS2 to be completed daily.

## Online access

We recognise that some pupils may have difficulties with online access at home because of device issues or internet/data difficulties. School is able to loan some suitable devices to families who do not have sufficient technology at home. However, the online platform that is used (Seesaw) is able to be accessed on a range of platforms including Xbox and PlayStation to support pupils with accessibility. Where families have difficulty with limited data the school has offered Sim cards from the DFE scheme for temporary data increases. If support is needed with online access families can contact the school via email on: [office@st-james-farnworth.bolton.sch.uk](mailto:office@st-james-farnworth.bolton.sch.uk) or phone the school office 01204 572587.

Printed materials are available for some pupils where they cannot access the online platform or they have additional needs that would benefit from some further offline work, these can be collected from the school office. Once completed the work can be returned to school so the teacher can assess the pupils learning and set follow up work.

## Curriculum Offer:

There will be a range of high-quality activities provided, daily activities for English and Maths, with weekly activities for foundation subjects. Learning assigned on Seesaw will be well matched to the intended sequence of learning in school, however paper-based activities will focus on addressing core skills such as arithmetic, grammar and handwriting.

## Support for families

There is an agreed protocol to identify families that may be struggling to complete or access the remote learning. The diagram in appendix 1. shows the support that the school will offer to encourage all families to engage.

The following table demonstrates the school's curriculum offer for pupils in **scenario 1** (confirmed case or local lockdown):

Scenario 1		Online	Offline
Daily	English KS1:	English task assigned daily, in line with the current intent through Seesaw platform. Activities to include videos on grammar, <a href="http://www.roythezebra.co.uk">www.roythezebra.co.uk</a> , sentence construction practise, work based around a text, short comprehensions (60 second phonic ability reads Twinkl)	Home learning packs with range of activities linked to year group core skills e.g. grammar. Reading activities and reading of school book.
	English KS2:	English task assigned daily, in line with the current intent through Seesaw platform. Writing task following curriculum intent using Pixl resources, Learn By Question for year 6 (LBQ).	Home learning packs with range of activities linked to year group core skills e.g. grammar (Pixl; grammar, reading). Reading activities and reading of school book. 60 second reads from Pixl
	Phonics (KS1 & Y3):	Phonics activity linked to current phases, 'phonics play' games, short teaching videos. <a href="http://www.readwithphonics.co.uk">www.readwithphonics.co.uk</a> games	Tricky words for current phase Caption reading and writing Phonic booklets
	Maths KS1:	White rose/screen grab of a maths activity with supporting video clip, to complete in line with the objectives currently being taught, assigned via Seesaw. Maths links to songs, BBC videos or teacher videos to explain methods, links to topmarks games	Home learning packs with range of activities linked to year group core skills e.g. arithmetic and times tables.

	<p>Maths KS2:</p>	<p>White rose/screen grab of a maths activity with supporting video clip, to complete in line with the objectives currently being taught, assigned via Seesaw focussed on number and place value. Test base resources assigned via Seesaw Pixl therapies LBQ – Year 6 My Maths assigned and linked from Seesaw</p>	<p>Home learning packs with range of activities from Pixl focus on number and place value.</p>
Weekly	<p>KS1:</p>	<p>Seesaw tasks to include: Topic – history/geography and art/DT. Science (twinkl, testbase). PE (Elite Coaches) Music (Bolton music service videos)</p> <p>Times tables (Pixl App) – Y2 Reading First News with supporting comprehension tasks Link to yoga for kids/PSHE activity Story read aloud by class teacher.</p>	<p>Knowledge organisers – self test Spellings Handwriting End of unit assessments for science for previous unit.</p>
	<p>KS2:</p>	<p>Seesaw tasks to include: Topic Science (twinkl, testbase) – aligned to intent. PE (Elite Coaches) Music (Bolton music service videos) Mfl – primary languages network and videos. RE – activities set via seesaw aligned to schools intent. Access pre-recorded worship.</p> <p>Times tables (Pixl App) Story read aloud by class teacher.</p>	<p>Knowledge organisers – self test Spellings Handwriting End of unit assessments for science for previous unit. RE activities.</p>

Scenario 2 (shielding, self isolation, awaiting test results):

Scenario 2	Online	Offline
Daily	Classwork for English and Maths assigned on Seesaw following current intent.	Home learning packs with range of activities linked to year group core skills
Weekly	Teacher to upload classwork for: Topic Science Teacher can direct to Oak National Academy and BBC bitesize for supporting videos and activities.	Knowledge organisers – self test Spellings Handwriting End of unit assessments for science for previous unit.

In the event of a teacher who is unable to set work while self-isolating a nominated teacher and additional teaching assistants have been identified with Seesaw credentials shared.

For pupils who receive speech and language interventions in school, this programme will continue by utilising paper packs put together by SENDCo and by delivering some bespoke activities set through the online platform Seesaw. SENDCo can access each class and ensure needs are being met for SEND pupils. Class teachers can also signpost to some specialist lessons on the Oak National Academy.

#### **Feedback:**

Teachers and Teaching Assistants will continue to offer the high level of feedback that pupils are accustomed to. Each piece of work submitted will be acknowledged by a 'like' or short praise comment. For more in-depth feedback impacting on pupil's progress children can expect this at least twice a week in both English and Maths and weekly in Topic/Science work, this is a minimum expectation and teachers will use professional judgement to ensure pupils are continually encouraged. Feedback can take the form of comments, annotations or voice notes. There will be a consistent approach to the amount of marking and acknowledgement of tasks undertaken by the Teacher and TA, so that children receive feedback from both adults. Parents can also e-mail the school office on [homework@stjamefarn.org](mailto:homework@stjamefarn.org) to submit children's work. This will be forwarded to the appropriate class teacher.

#### **Teaching Assistants:**

T.A's will participate in the remote learning process through providing feedback to children online such as marking work on 'Seesaw' with a 'like' or short praise comment. Teaching Assistants will also support teachers in monitoring the uptake of access to online learning by individual pupils and making records of engagement. Support staff will also be a part of our weekly telephone contact to families to offer welfare and remote learning help.

#### **Worship:**

Worship sessions are an integral part of our school ethos and values. Pupils will participate in worship sessions through our on-line learning platform and through our YouTube channel. The worship timetable consists of the following:

Monday: Clergy Worship

Tuesday: Pre-recorded Principal or Vice Principal worship assembly on school value

Wednesday: Diocese Worship 2 Go or The Big Question

Thursday: Ethos to Go

Friday: Star of the Week

#### **Training:**

Training has been given to all members of the teaching and support staff in using the relevant online platforms.

#### **Reading:**

There is a continued emphasis given to reading even through home learning. It is so important that pupils learn to read fluently as quickly as possible as fluent readers will learn more. There will be daily reading tasks assigned and pupils can access a range of reading material through activities set on Seesaw. Teachers will also read stories and their class novel at least once a week as a minimum. For younger pupils (up to year 3) there will also be daily phonic activities linked to their current phase of teaching enabling them to revisit previously learned GPCs as well as be introduced to new phonemes matched to their intent.

### **Rewards:**

Teachers will continue to utilise reward systems well established in the classroom that children are already familiar with. The reward system for remote learning at home will consist of the following:

<b>The 'Golden Wall'</b>	
Children will be rewarded 5 points for every piece of work that is submitted on-line or returned in a paper-based pack. Children need to earn between 110-125 points a week to earn their name on the 'Golden Wall'. The Golden Wall will be posted onto our social media pages on Friday so the school community will be made aware of the successes of our children (any names posted will be first name followed by surname initial).	
<b>Mention on the 'The Golden Wall'</b>	<b>Rewards</b>
1 <sup>st</sup> time	Name on the 'Golden Wall'
2 <sup>nd</sup> time	Name on the 'Golden Wall' and certificate sent home
3 <sup>rd</sup> time	Name on the 'Golden Wall', a certificate and sticker sent home
4 <sup>th</sup> time	Name on the 'Golden Wall', a certificate and a book mark sent home
5 <sup>th</sup> time	Name on the 'Golden Wall', a certificate and a pencil sent home
6 <sup>th</sup> time	Name on the 'Golden Wall', a certificate and a pin badge sent home
All children who receive a pin badge will be entered in a raffle with a chance to win a gift voucher for £10.	

For children who are accessing paper-based learning, the above system will only apply once they have returned each 10-day paper based pack.

'Star of the Week' certificates will be posted on-line on the class 'Seesaw' page to parents in recognition of fantastic work produced on-line, paper-based or in school.

In the event of a pupil being unable to complete some work at home upon their return to school time can be given at lunchtime or in breakfast club to 'catch up' with any missed learning. Teachers expect pupils to complete work at home to the best of their ability and if this is not the case a senior leader will contact parents to discuss concerns and offer additional support, such as a personalised video or voice note.

### **Early Years:**

For children in the Early Years teachers continue to communicate with parents through the platform Tapestry. Pupils are given challenges to complete at home that are more of a practical activity and links are provided to songs and games/apps such as 'teachyourmonstertoread'. Daily story sessions are uploaded to the EY Facebook site for families to share with their child at home. Teachers can share challenges, videos and photos on tapestry to prompt children. Some paper-based packs are available for children, which focus on pencil control and some phonic games linked to their phase. Teachers give feedback on each post sent by parents, often a praise comment or question to further probe the learning. For any families that are unable to access the Tapestry app teachers will make contact to support the family.

**Appendix 1.**

**Curriculum Contingency Support Levels**

