

The Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools



Remote Learning Policy

Date of policy completion: September 2020

Review Date: 22nd March 2021

St. Cuthbert's Catholic Primary & Nursery School

Our Mission Statement



We the pupils, parents, and staff of St Cuthbert's strive to create a caring, educational community where; Christian principles and standards are upheld, each person is valued and the spiritual, aesthetic and moral growth of individuals, as well as their intellectual and physical needs are met.

St. Sebastian's Catholic Primary & Nursery School

Our Mission Statement



Our school aims to be a community which reflects real Gospel values of love and forgiveness. A community in which each individual, child or adult can work and develop in an atmosphere of mutual respect and understanding; so as to broaden their appreciation of the world, its cultures and its people.

Study - Sanctity - Service

Statement of School Intent

At the Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools, we have always striven to be creative, innovative and supportive to everyone in our school communities, in the best way possible, to make learning purposeful and holistic. We aim to provide a language rich - reading rich curriculum, knowledge based and, ambitious in its content for **all** learners. It is important that all our pupils' progress well in the basic skills of reading, writing, grammar and number so that all may access a full curriculum. It is pivotal that the implementation of remote learning supports and continues this.

This Remote Learning Policy aims to support us:

- In the teaching of an ambitious and broad curriculum in all subjects from the start of the autumn term, making use of existing flexibilities to create time to cover the most important missed content.
- In returning to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum have been embedded at the start of the year, as we have adopted our recovery curriculum. Teaching time has been prioritised to address significant gaps in pupils' knowledge with the aim of returning to our school's normal curriculum content by no later than Summer term 2021.
- In planning on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment.
- In developing remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

Remote Learning will:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as supporting with the Health and Well-Being of our children and wider school community.
- Consider continued education for staff and parents in preparing for and accessing remote learning opportunities.
- Support effective communication between the school and families with a focus on maintaining / improving standards in attendance, behaviour and pupil progress.

Our Remote Learning Policy is applicable to:

- A child (and their siblings if they are also attending either school in the federation of St Cuthbert's and St Sebastian's Catholic Primary Schools) is absent because he / she is awaiting test results and the household is required to self-isolate. The rest of their school class 'bubble' are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Remote learning will be shared with families when they are absent due to Covid related reasons.

Resources to deliver Remote Learning include:

- Google Classroom
- Class Dojo
- Variety of hyperlinks e.g. BBC bitesize, Spelling Frame, Phonics Play, TTRockstars, Oxford Owl, Top Marks, SPAG.com, ReadTheory.org
- Use of recorded footage
- Printed learning packs
- Physical materials such as story books and writing tools

Curriculum Coverage:

EYFS	
RE	<ul style="list-style-type: none">• Weekly core value displayed• Daily collective worship linked to core value – explore, gather, listen, respond, go forth• RE lesson linked to topic covered in class x1
Communication & Language	<ul style="list-style-type: none">• Listens to others one to one or in small groups, when conversation interests them.• Listens to stories with increasing attention and recall.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Uses intonation, rhythm and phrasing to make the meaning clear to others.• Uses vocabulary focused on objects and people that are of particular importance to them.• Builds up vocabulary that reflects the breadth of their experiences.• Continues a rhyming string.• Hears and says the initial sound in words.• Links sounds to letters, naming and sounding the letters of the alphabet.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Writes own name and other things such as labels, captions.
Mathematical Development	<ul style="list-style-type: none">▪ Counts objects to 10, and beginning to count beyond 10.▪ Counts out up to six objects from a larger group.▪ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.▪ Counts an irregular arrangement of up to ten objects.▪ Finds the total number of items in two groups by counting all of them.

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	<ul style="list-style-type: none"> ▪ Uses shapes appropriately for tasks. ▪ Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
Understating of the World Expressive Arts & Design	<ul style="list-style-type: none"> ▪ Eats a healthy range of foodstuffs and understands need for variety in food. ▪ Experiments with different ways of moving. ▪ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. ▪ Can talk about some of the things they have observed such as plants, animals, natural and found objects.

KS1	
RE	<ul style="list-style-type: none"> • Weekly core value displayed • Daily collective worship linked to core value – explore, gather, listen, respond, go forth • RE lesson linked to topic covered in class x1
English	<ul style="list-style-type: none"> • Grammar x1 • Spelling & Handwriting x1 • Reading Skills x1 • English lesson x2 (<i>Literacy Counts Text Based Learning</i>) • Cold write opportunities • 10mins minimum daily reading • Daily Phonics • Reading for pleasure
Maths	<ul style="list-style-type: none"> ▪ Arithmetic x1 ▪ Number of the day & Times Tables x1 ▪ Reasoning & Problem Solving x1 ▪ Maths lesson linked to current domain x2
Science & Foundation subjects	<ul style="list-style-type: none"> ▪ PE, Computing & Spanish – Weekly ▪ Art/DT – weekly (subject rotated half termly) ▪ Science - 2 week block every half term ▪ History/Geography – 2 week block with subject rotated half termly ▪ PSHE/Music – 1 week block with subject rotated half termly

KS2	
RE	<ul style="list-style-type: none"> • Weekly core value displayed • Daily collective worship linked to core value – explore, gather, listen, respond, go forth • RE lesson linked to topic covered in class x1
English	<ul style="list-style-type: none"> • Grammar x1 • Spelling & Handwriting x1 • Reading Skills x1 • English lesson x2 (<i>Literacy Counts Text Based Learning</i>) • Cold write opportunities • 20mins minimum daily reading x2 • Reading for pleasure
Maths	<ul style="list-style-type: none"> ▪ Arithmetic x1 ▪ Number of the day/ 5 a day & Times Tables x1







	<ul style="list-style-type: none"> Reasoning & Problem Solving x1 Maths lesson linked to current domain x2
Science & Foundation subjects	<ul style="list-style-type: none"> PE, Computing & Spanish – Weekly Art/DT – weekly (subject rotated half termly) Science - 2 week block every half term History/Geography – 2 week block with subject rotated half termly PSHE/Music – 1 week block with subject rotated half termly


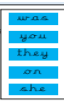


Remote Learning Weekly Plan

Plans will be posted onto the school websites on a Monday in preparation for the current week.

EYFS example:

	<h2 style="margin: 0;">F2 Weekly Planning</h2> <p style="margin: 0;">w/c 18.01.21 - Gospel Value – Patience</p>	
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Monday Explore	Tuesday Gather	Wednesday Listen	Thursday Respond	Friday Go Forth
<p>What does patience mean to you?</p>	<p>Watch the John Lewis advert The Long Wait.</p>	<p>"But if we hope for what we do not see, we wait for it with patience"</p> <p>Romans 8:25</p>	<p>We have all experienced waiting in our lives. At home talk about a time you have shown patience.</p>	<p>Write a list of the ways you can show patience during the current lockdown.</p>
<p>Literacy/UW. Explain that today is Winnie the Pooh Day! Watch the video clip from the movie Christopher Robin.</p>  <p>Together look through the PowerPoint to learn about the history of Winnie the Pooh.</p> 	<p>Literacy- Input: Use the image below of characters from the classic tales of Winnie the Pooh by A.A Milne.</p>  <p>Activity: What does Winnie the Pooh like to eat? Do all bears like to eat honey I wonder? What do you already know about bears?</p>	<p>Literacy- Write an adventure story starring your own favourite stuffed animal.</p>  <p>Can you draw a picture of your own favourite stuffed animal and with the help of your parent or sibling can you write an adventure story starring yourself and your animal.</p>	<p>Literacy- Teddy Bears Picnic!</p>  <p>Activity: Write invitations to your teddy bears inviting them to come to your teddy bears picnic.</p>	<p>Literacy- Make a list of what you could eat at your teddy bears picnic e.g. Honey Bananas Raisins Sandwiches</p> 

<p>Phonics Recap on previous sounds: s/a/t/p/i/n/m/d/g/o/c/k/h/j/k/l/r/h/v/r</p> <p>Introduce new sound: b</p>	<p>Phonics Teddy Bear Words</p>  <p>Blue Set</p> 	<p>Phonics Recap on previous sounds: Introduce new sound: f</p>	<p>Phonics Teddy Bear Words-Blue Set</p> <p>Can you write a sentence using one or more orange Teddy Bear words?</p>	<p>Phonics Recap on previous sounds: s/a/t/p/i/n/m/d/g/o/c/k/h/j/k/l/r/h/v/r</p> <p>Introduce new sound: l</p>
<p>Mathematical Development- Counting with honey pots. Stick numbers onto empty jam jar pots or containers. Can your child find the correct number of items to place into the corresponding jam jar? Can you add 2 jam jars together and write the number sentence to show your work?</p> 	<p>Mathematical Development- Counting on one more Watch the clip below then have a go at counting on one more around your home.</p> 	<p>Mathematical Development- Size ordering Who is the tallest & smallest in your house? Measure and take a picture.</p>	<p>Mathematical Development- Teddy Bear Addition & Subtraction</p> <p>Using the soft toys in your house. Ask your child to add or take away from the different amount e.g. We have 5 teddies and 1 goes away to get some honey-how many teddies are left? 5-1=4</p>	<p>Mathematical Development- Practice writing numbers 1-20. Parent to write numbers, leaving out even numbers. Can you complete the number line including the missing numbers?</p>

<p>Reading Activity: Read a story at home or use this link: https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection</p>	<p>Reading Activity: Read a story at home or use this link: https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection</p>	<p>Reading Activity: Read a story at home or use this link: https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection</p>	<p>Reading Children to read a story - any of their choice (Preferably one they haven't read before) with a sibling or grown up. As they read the story ask them: What do you think will happen next? How does this character feel? When the story has finished ask questions about the key events that happened in the story! Ask them what they liked and what they didn't like, and if it ended how they thought it would?</p>	<p>Reading Activity: Read a story at home or use this link: https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection</p>
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KS1 example

Year 2 Home Learning w/c 25.01.21 - Gospel Value – Honesty				
Monday	Tuesday	Wednesday	Thursday	Friday
RE – Explore What does being honest mean? 9.45am Class Registration on Google Meet. Click the link on Google Classroom to join. ENGLISH – Grammar <i>The Night Gardener</i> Listen to our new class text read to you by Miss Garvey. Explore the new vocabulary from the story. Can you find the definition of the words using a dictionary? Activity on Google Classrooms.	RE – Gather Watch the video The Boy Who Cried Wolf . ENGLISH – Spelling & Handwriting This week's spelling list: Spelling pattern sound /n/ spelt kn and gn Knee, knock, know, knife, knit, gnat, gnaw, gnome Try the uploaded handwriting activity on Google Classroom.	RE – Listen (Scripture) "Dear children, let us not love with words or speech but with actions and in truth." 1 John 3:18 ENGLISH – Lesson <i>The Night Gardener</i> Read all about how to use commas in a list on Google Classroom. Look at the images from our class text and write sentences using what you have learned about the use of a comma.	RE – Respond It can be hard to be honest when we think that we might get into trouble. Talk about why it is important to tell the truth. ENGLISH – Lesson <i>The Night Gardener – Extend Me</i> Complete the uploaded activity on Google Classrooms using a range of conjunctions to extend your sentences.	RE – Go Forth Create a bumper sticker for a car with your own quote about honesty 9.45am Class Registration on Google Meet. Click the link on Google Classroom to join. ENGLISH – Reading Skills <i>The Night Gardener</i> Read the model text uploaded onto Google Classroom and answer the questions
PHONICS – Y2 Revision MATHS BASIC SKILLS – Arithmetic <i>Subtracting ones from a two-digit number</i> Try the uploaded arithmetic challenge on Google Classroom.	PHONICS – Y2 Revision MATHS BASIC SKILLS – Reasoning & Problem Solving Try the uploaded problem solving challenge on Google Classroom.	PHONICS – Y2 Revision MATHS – Addition & Subtraction (Lesson 1) Adding tens to a two digit number Watch the video on adding tens to a two digit number and then try the activity on Google Classroom.	PHONICS – Y2 Revision MATHS – Addition & Subtraction (Lesson 2) Subtracting tens from a two digit number Watch the video on subtracting tens from a two digit number and then try the activity on Google Classroom.	PHONICS – Y2 Revision MATHS – Number of the Day & Times Tables 47 Is it odd or even? How many tens and ones? Make it in money. Write it in words. Practise your times tables using TT Rockstars https://ttrockstars.com/ Your teacher will share your username and password
LUNCH SCIENCE – Everyday Materials <i>Pre Learning Activity</i> Look carefully at the images and describe what is happening using scientific vocabulary.	LUNCH ART – Artists & Skyline <i>To plan my own skyline drawing</i> Look at the images of the Liverpool skyline. Plan your own drawing of the skyline. Are you going to use a similar style to Stephen Wiltshire or Ian Fennelly? COMPUTING – Photography <i>To explore editing digital photos</i> Download the free app 'Snapseed' and explore editing your photographs	LUNCH SCIENCE – Everyday Materials <i>To investigate materials which can be squashed, bent, twisted and stretched</i> Gather the household objects on the list on Google Classroom. Investigate whether these objects can be squashed, bent, twisted or stretched. PE Access PE with Joe Wicks here . To demonstrate passing skills Play the 'Number Game' on Google Classroom	LUNCH SCIENCE – Everyday Materials <i>To investigate how a material changes when it is stretched, squashed, bent and twisted</i> Choose one of the playdough recipes on Google Classroom and make your own dough! Investigate how you can change the shape of the playdough. SPANISH	LUNCH RE – Book <i>To retell a story from the Gospel of Matthew about Jesus' baptism</i> Listen to the story of The Baptism of Jesus . Can you make a comic strip to retell the story in your own words? READING FOR PLEASURE Choose your favourite book or have a read of the 'First News' newspaper on Google Classroom. Relax, put your feet up and enjoy!
ENGLISH – 10 minutes daily reading minimum				

KS2 example:

Year 5 Home Learning w/b 25.01.21 : Gospel Value – Patience				
Monday	Tuesday	Wednesday	Thursday	Friday
9:10 Registration RE- Explore What does <i>patience</i> mean to me?	9:10 Registration RE- Gather What the video below: Patience is a virtue	9:10 Registration RE- Listen "Hot tempers cause arguments, but <i>patience</i> brings peace." Proverbs: 15-18	9:10 Registration RE- Respond How can I show <i>patience</i> towards others?	9:10 Registration RE- Go Forth In our current circumstances, we need to have <i>patience</i> , especially with one another. Go forth and practice your patience with your families in these difficult times.
MATHS – Prime Numbers Watch the video on Google Classroom & complete the activity.	MATHS – Basic Skills Maths Workbook: do pg.12 & 13. (Written addition & subtraction)	MATHS – Square Numbers Watch the video on Google Classroom & complete the activity.	MATHS – Cube Numbers Watch the video on Google Classroom & complete the activity.	MATHS – Arithmetic Complete activity on Google Classroom.
ENGLISH – Spelling & Handwriting GPS Workbook: pg.84 & 85 (<i>Suffixes</i>). Handwriting: practise spelling words.	ENGLISH - FA ^R THER To <i>plan</i> my first person setting narrative.	ENGLISH – Grammar GPS Workbook: do pg.52 – 55 Brackets & Dashes	ENGLISH – FA^RTHER To <i>write</i> my first person setting narrative.	ENGLISH – Writing To write a Viking Saga. See resources on Google Classroom.
Minimum of 20 minutes reading				
PE Blast Off	READING SKILLS Reading Workbook: <i>Winter Paralympics</i> . Read article on pg.10 & 11. Do Qs Set 1 & Set 2 on pg. 12–15.	RE – Mission <i>Christian Unity</i> Complete task on Google Classroom.	READING SKILLS Read children's newspaper on Google Classroom.	PE Bowling
Lunch				
SCIENCE – Living Things <i>Pre-learning task & Glossary</i> . Complete the activity on Google Classroom.	SCIENCE – Living Things <i>To describe the life processes of reproduction in some plants</i> Complete task on G.C. SPANISH Complete the activity on Google Classroom.	SCIENCE – Living Things <i>To undertake a science experiment - plant enquiry</i> . Complete the activity on Google Classroom.	COMPUTING Complete the activity from Mr Keegan on Google Classroom. ART – Henri Matisse <i>To plan a design with a range of different media & materials</i> . See Google Classroom.	SCIENCE – Living Things <i>To research the life of the famous conservationist, Sir David Attenborough</i> . Complete the activity on Google Classroom.
Minimum 20 minutes reading. (It may be a good idea to read a book in bed).				

Home and School Partnership

The Federation of St Cuthbert's and St Sebastian's Catholic Primary Schools is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

The Federation of St Cuthbert's and St Sebastian's Catholic Primary will provide access via the school website to a Google Classroom tutorial. This will support parents in engaging within our chosen learning platform.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. The federation of St Cuthbert's and St Sebastian's Catholic Primary Schools would recommend you follow the weekly plan specific to your child's year group. This structured approach will aid pupils in accessing their 'school day' at home.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set regularly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

We would encourage parents to follow the ['digital 5 a day'](#) framework which provides practical steps to support a healthy and balanced digital diet.

All parents / carers committed to our electronic Home School Agreement which refers to Remote Learning.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or is otherwise unable to complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they require support.
- Be respectful when making any complaints or concerns known to staff

What to do if you do not have access to Remote Learning from an electronic device (smartphone, tablet, PC / laptop):

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:

- School is in constant contact with parents to ascertain the availability and use of digital resources and Wi-Fi at home.
- School may be able to loan a Google Chromebook and provide access to WI-FI (subject to availability) should this be needed by individual pupils or families. Please contact the school office on 0151 260 9697 (St Sebastian's) or 0151 228 4137 (St Cuthbert's) should you require support in this way.

For any children who do not have access to the internet, printed materials can be prepared and collected from school. Work can be collected weekly. Additional materials e.g. pencils, whiteboards etc. can also be provided.

- Once work is returned, feedback will be given. Teachers require 1 day notice to prepare further paper copies of work timetabled for the week.
- You will need to arrange for someone who is **not isolating** to collect paper-based materials via the school office at the start of the period of absence / isolation and then again the following week. In the interest of health & safety, those picking up materials must not make any more than 1 visit to school per week. This option should only be used if no alternative means is available. **Please note that nobody should enter the school site if displaying any symptoms of COVID-19 or if awaiting a test.**
- Completed activities should be returned to school at the end of the week, where possible. Any paper copies will need to be quarantined for period of time before your child's teacher will review the work. Teachers will provide feedback to your child in line with the school's marking and feedback policy. If you experience any difficulties with the home activities and have no digital means of communication via Class Dojo, please call the school and your child's class teacher will return your call as soon as they are reasonably able to do so. They will then be able to advise on teaching & learning and support you and your child in any way they can.

Curriculum Lead

In consultation with Senior Leaders, Curriculum Leads across the Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools have responded to our Curriculum Rationale and have developed a comprehensive strategy on Remote Learning. They will:

- Co-ordinate the remote learning approach across the schools including daily monitoring of engagement.
- Monitor the effectiveness of remote learning – disseminating to and liaising with staff (including teachers, subject leads and support staff) on a regular basis.
- Support Teachers is the accessibility of Remote Learning and its presentation on both the school websites and on Google Classrooms.

Class Teachers

Guidelines for the role of the class teacher during isolation periods at home and upon return to school.

In the event of a bubble isolating for 10 days:

- Priority should be reading each day. Teachers to signpost parents and pupils to online reading programmes.
- For EYFS – observations should continue to be filled out to track progress of children using the home learning evidence. EYFS priorities - PSED, Communication, language & literacy, listening and speaking skills and after half term; phonics and reading skills.
- For KS1 & KS2 - Marking & Feedback forms should be filled out for each subject as they would be completed in school:
 - Whole Class Feedback - RE, English, Writing & Maths
 - Marking, Feedback & Assessment - Foundation subjects
- Record kept of who is accessing Google Classroom or who was provided with hard copies of work.
- If children are not engaging we must contact families (via Dojo / phone calls) to provide support. Ask families what the barrier is to their children working from home. How can we support them?
- Feedback must be given to children who upload work via Google Classroom. This feedback must be constructive with a view to cover misconceptions / aid progress.
- It is imperative that weekly remote learning timetables are in line with what is being taught in school. Some lessons we may need to be creative with ideas of how parents can teach specific skills at home.
- Gaps in books. A sticker can be stuck in to outline dates missed. Stickers are attached to email.
- Upon return to school, lessons provided on the home learning timetable should not be repeated. For Science investigations and lessons in Art & DT where children should be 'making' and this cannot be completed at home, these lessons will need to be taught in school. Where possible, try to adapt these sessions so they can be delivered at home.

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SENCOs

In consultations with Senior Leaders, SENCO's across the Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools will ensure that class teachers tailor Remote Learning Weekly Plans and resources in order to meet the needs of all learners.

Governing Body

The governors responsible for Curriculum (including core and foundation subjects), Safeguarding & Health & Wellbeing will work towards:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that systems are robust and compliant with GDPR regulations.

Thank you to our pupils, staff and parents who continue to endeavour to provide the best possible educational experiences for us to embrace as school families in the most challenging of times.

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