

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



## Remote Learning Policy - September 2020

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

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

| KS1                                      |   |
|--|---|
| <b>RE</b>                                | <ul style="list-style-type: none"> <li>• Weekly core value displayed</li> <li>• Daily collective worship linked to core value – explore, gather, listen, respond, go forth</li> <li>• RE lesson linked to topic covered in class x1</li> </ul>  |
| <b>English</b>                           | <ul style="list-style-type: none"> <li>• Grammar x1</li> <li>• Spelling x1</li> <li>• Handwriting x1</li> <li>• Reading Skills x1</li> <li>• Writing Opportunity x1</li> <li>• 10 mins daily reading minimum</li> <li>• 10 mins daily phonics minimum</li> </ul>  |
| <b>Maths</b>                             | <ul style="list-style-type: none"> <li>▪ Arithmetic x2</li> <li>▪ Times Tables x1</li> <li>▪ Reasoning &amp; Problem Solving x1</li> <li>▪ Number of the day x1</li> </ul>  |
| <b>Science &amp; Foundation subjects</b> | <ul style="list-style-type: none"> <li>▪ Science – Working scientifically. Investigation which require minimal resources (James has a bank of these which he will share)</li> <li>▪ Art – Try to link with skills covered within the domain that you are teaching. Ensure these are manageable at home resource wise.</li> <li>▪ PSHE – lifted from plan</li> <li>▪ PE – challenges or skills lifted from plan that are manageable at home</li> </ul> |








| KS2            |  |
|----------------|--|
| <b>RE</b>      | <ul style="list-style-type: none"> <li>• Weekly core value displayed</li> <li>• Daily collective worship linked to core value – explore, gather, listen, respond, go forth</li> <li>• RE lesson linked to topic covered in class x1</li> </ul> |
| <b>English</b> | <ul style="list-style-type: none"> <li>• Grammar x1</li> <li>• Spelling x1</li> <li>• Handwriting x1</li> <li>• Reading Skills x1</li> <li>• Writing Opportunity x1</li> <li>• 30 mins daily reading minimum split over 2 sessions</li> </ul>  |
| <b>Maths</b>   | <ul style="list-style-type: none"> <li>▪ Arithmetic x2</li> <li>▪ Times Tables x1</li> <li>▪ Reasoning &amp; Problem Solving x1</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Number of the day x1</li> </ul>   |
| <b>Science &amp; Foundation subjects</b> | <ul style="list-style-type: none"> <li>Science – Working scientifically. Investigation which require minimal resources (James has a bank of these which he will share)</li> <li>Art- Try to link with skills covered within the domain that you are teaching. Ensure these are manageable at home resource wise.</li> <li>PSHE - lifted from plan</li> <li>PE - challenges or skills lifted from plan that are manageable at home</li> </ul> |

## Remote Learning Weekly Plan



Plans will be posted onto the school websites on a Thursday in preparation for the following week.

### EYFS example:

|  <h2 style="text-align: center;">F2 Home Learning</h2> <p style="text-align: center;">w/c 28.09.20 - Gospel Value – Individuality</p>              |  |  |   |   |
|--|--|--|---|---|
| Monday   | Tuesday  | Wednesday  | Thursday  | Friday  |
| <p>RE – Explore</p> <p>What does individuality mean to me? Discuss this as a family.</p>   | <p>RE – Gather</p> <p>Listen to <b>'God Loves Me'</b><br/>Discuss what makes you an individual.</p>  | <p>RE – Listen (Scripture)<br/>Peter 4:10<br/>"As each one has received a special gift, employ it in serving one another".</p>   | <p>RE – Respond</p> <p>How do you celebrate your individuality in school, at home and in the community?</p>   | <p>RE – Go Forth</p> <p>Draw a self-portrait celebrating what makes you an individual.</p>  |
| <p>Literacy- Read the story<br/>Click on the link below<br/><a href="https://www.youtube.com/watch?v=MTQcCspMkY">https://www.youtube.com/watch?v=MTQcCspMkY</a></p>   | <p>Sing the song below with your family. Can you make up another verse to the song?</p>   | <p>Sing 5 Enormous Dinosaurs using body percussion to keep to the beat.</p>   | <p>Using the story Harry and the Bucketful of Dinosaurs play 'I Spy'. Look at the different pages and see what you can spy! What letters do you recognise?</p>  | <p>Harry's favourite toys are dinosaurs. What is your favourite toy? Draw a picture of where you would take it. Your parent could write down what you describe.</p>   |
| <p>Phase 1 Week 4: Aspect 4: Rhythm and rhyme Rhyming Books<br/>Share a book that has a familiar repeating/rhyming pattern (The Gingerbread Man).</p>  | <p>Phase 1 Week 4: Aspect 4: Rhythm and rhyme Rhyming soup<br/>Using a bowl and spoon say the rhyming soup song and introduce objects/picture cards that rhyme. Place objects/pictures in the bowl, stir the soup and sing the rhyme.</p>                  | <p>Phase 1 Week 4: Aspect 4: Rhythm and rhyme Songs and rhymes<br/>Sing Hickory, <b>Dickory</b>, Dock, and encourage your child to join in. Substitute some of the rhyming words with new rhyming words. Can they hear and say the new rhyming words?</p>                    | <p>Phase 1 Week 4: Aspect 4: Rhythm and rhyme Rhyming Puppets<br/>Give silly names to 2 puppets (Fizzy, <b>Wizzy</b>, Lizzy and Hob <b>Tob</b>). Talk to the puppets and miss out the silly words or rhyming words. Encourage children to join in saying the silly words.</p> | <p>Phase 1 Week 4: Aspect 4: Rhythm and rhyme Odd one out<br/>Select three objects or pictures from a bag (2 must rhyme cat and bat). Say the name of the objects/cards and ask children to find the one that does not rhyme.</p> |
| <p>Mathematical Development-<br/>Write out the numbers 0-10 on some paper or card, cut them up and then ask a grown-up to mix the numbers up – don't peek! Then, see how quickly you can put them into the correct order. You could ask someone to time you and then see if you can get faster when you try again.</p> | <p>Mathematical Development-<br/>Dippy and Pippy Dinosaur addition games<br/>Click on the link below<br/></p>   | <p>Mathematical Development-<br/>Measuring using standard and non-standard units. Using items from around your home e.g. can you measure how many blocks tall is your shoe? Your parent could help you make dinosaur print and you could measure how many dinosaur print</p> | <p>Mathematical Development-<br/>Using numbers 1-10<br/>Match objects to the correct numeral.</p>   | <p><b>Mathematical Development-</b><br/>Go on a shape hunt around your home. Can you name the different shapes?</p>   |
| <p>UW– Dinosaur Fact file. Explore the imagines of each dinosaur and learn the different names. Which is your favourite?<br/><br/>Click on the link below<br/><br/></p>   | <p>RE –<br/>Domestic Church- Myself<br/><br/>Who lives in our family? Can you draw or paint the different members of your family? Talk about how God loves each and every none of us. God know our name. Sing 'Hello (say your name) ... God love you!</p> | <p><b>EAD</b><br/>Design and draw a new dinosaur. Think about whether it would have a long or short neck, spikes, scales or feathers and what its tail will look like. Can you create a name for your new dinosaur?</p>  | <p><b>EW</b> –<br/>Healthy eating-What do dinosaurs like to eat? What do you like to eat? Can you draw a picture of your favourite healthy food?</p>  | <p>PE Challenge<br/>Can you move like the dinosaurs? Listen to some dinosaur music and see how you can move your body in lots of different ways. Can you stomp, move slowly, move quickly etc.</p>                                |



# The Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

## KS1 example

|  <h3 style="text-align: center;">Year 2 Home Learning</h3> <p style="text-align: center;">w/c 28.09.20 - Gospel Value – Individuality</p>  |   |  |  |   |
|--|---|--|--|---|
| Monday   | Tuesday   | Wednesday  | Thursday   | Friday  |
| <b>RE – Explore</b><br>What does individuality mean to me? Discuss this as a family.   | <b>RE – Gather</b><br>Listen to <b>'God Loves Me'</b> . Discuss what makes you an individual.   | <b>RE – Listen (Scripture)</b><br>Peter 4:10<br>"As each one has received a special gift, employ it in serving one another".   | <b>RE – Respond</b><br>How do you celebrate your individuality in school, at home and in the community?  | <b>RE – Go Forth</b><br>Draw a self-portrait celebrating what makes you an individual.  |
| <b>ENGLISH – Grammar</b><br>Learn all about verbs <a href="#">here</a> . Identify and use verbs within a sentence<br>See uploaded worksheet on Google Classroom  | <b>ENGLISH – Spelling</b><br>This week's spelling rule is -ay<br>Access the practise and test section on <a href="#">spelling frame</a><br>Play buried treasure <a href="#">here</a> . Choose Phase 5 + -ay diagraph. | <b>ENGLISH – Handwriting</b><br>Practise these letters this week both individually and in words.<br>Long ladder letters<br>i l t u j y   | <b>ENGLISH – Reading Skills</b><br>Access a variety of books for aged 6-7 readers on Oxford Owl <a href="#">here</a> .<br>See uploaded comprehension on Google Classroom | <b>ENGLISH – Writing Opportunity</b><br>Watch 'The Book of Butterflies' <a href="#">video clip</a><br>What other animals could come out of the book? Can you describe them & use expanded noun phrases in your sentences? |
| PHONICS – 10 minutes daily phonics minimum   |   |  |  |   |
| <b>MATHS – Arithmetic</b><br>Try the uploaded arithmetic challenge on Google Classroom   | <b>MATHS – Times Tables</b><br>Practise your times tables using TT Rockstars<br><a href="https://ttrackstars.com/">https://ttrackstars.com/</a><br>Your teacher will share your username and password                 | <b>MATHS – Number of the Day</b><br><b>55</b><br>Is it odd or even?<br>How many tens and ones?<br>Make it in money.<br>Write it in words   | <b>MATHS – Reasoning &amp; Problem Solving</b><br>Try the uploaded problem solving challenge on Google Classroom   | <b>MATHS – Arithmetic</b><br>Play Hit the Button <a href="#">here</a> .<br>Select: Number bonds – Addition within 20  |
| <b>PSHE – Feelings</b><br>To name a range of feelings both good and not so good<br>Listen to the story 'The Colour Monster' by Anna Lenas <a href="#">here</a> .<br>Talk about feelings and create your own feelings monster. Craft ideas are uploaded on Google Classroom.                                    | <b>RE – Signs &amp; Symbols</b><br>To explore signs & symbols in the every day life<br>Go for a walk around the local area and photograph the signs and symbols you can find.   | <b>Art</b><br>Try this fun drawing activity on <a href="#">BBC Bitesize</a> where you can turn feelings into colourful characters.<br>You will need paper, a pencil and pens or crayons. | <b>SCIENCE – Working Scientifically</b><br>Egg drop science investigation<br>See uploaded investigation on Google Classroom.   | <b>PE Challenge</b><br>Speed Bounce<br>How many times can you jump side to side in 60 seconds?<br><a href="#">Video link</a>  |
| ENGLISH – 10 minutes daily reading minimum   |   |  |  |   |

Activities highlighted in **green**. Photograph can be taken and submitted to teacher.

## KS2 example:

|  <h3 style="text-align: center;">Year 6 Home Learning</h3> <p style="text-align: center;">w/c 28.09.20 Gospel Value - Individuality</p>  |  |  |  |   |
|--|--|--|--|---|
| Monday   | Tuesday  | Wednesday  | Thursday   | Friday  |
| <b>RE- Explore</b><br>What does individuality mean to me?  | <b>RE- Gather</b><br>Listen to <a href="#">'This is Me'</a> from The Greatest Showman.   | <b>RE- Listen</b><br>"As each one has received a special gift, employ it in serving one another."<br>Peter 4:10  | <b>RE- Respond</b><br>How do you celebrate your individuality, at school, at home and in your community?                           | <b>RE- Go Forth</b><br>Write a prayer to God, thanking him for your individuality.  |
| <b>ENGLISH – Grammar</b><br>Using modal verbs or adverbs to indicate degrees of possibility. Complete the uploaded worksheet on Google Classrooms.   | <b>ENGLISH – Spelling</b><br>-able, -ible endings<br>Complete the worksheet from Letterjoin here.  | <b>ENGLISH – Handwriting</b><br>Copy out the sentences, adding in the best choice of word to practise.   | <b>ENGLISH – Reading Skills</b><br>Reading Theory  | <b>ENGLISH – Writing Opportunity</b><br>Use this helpful ppt to create an information leaflet about how to survive 'lockdown'.    |
| Minimum of 20 minutes reading  |  |  |  |   |
| <b>MATHS – Arithmetic</b><br>Complete <a href="#">this</a> 30 minute arithmetic test.  | <b>MATHS – Times Tables</b><br><a href="https://play.ttrackstars.com/">https://play.ttrackstars.com/</a><br>Your teacher will provide your login details   | <b>MATHS</b><br><a href="#">Corbett Maths Challenge</a>  | <b>MATHS – Reasoning &amp; Problem Solving</b><br>Worksheet on Google Classrooms. Addition and Subtraction multi-step problems.    | <b>MATHS– Arithmetic</b><br>Complete this 30 minute arithmetic test.  |
| <b>PSHE</b><br>List the features of healthy and unhealthy friendships.   | <b>RE</b><br>Read the passage on Google Classrooms.<br>Think of someone you know or a well-known person who has loved unconditionally during their lifetime. Give reasons why you feel they were inspired and how they are role models for others. | <b>Art</b><br>Watch the video about the sketching techniques used by LS Lowry <a href="#">here</a><br>Have a go at sketching an object of your choice using at least 3 of these techniques | <b>Science</b><br>Classify at least 10 items in to groups.<br>If possible, go outside to do this and try to include living things. | <b>PE</b><br>Using the uploaded worksheet on Google Classrooms, please choreograph a short sequence.<br>Include at least 4 moves. |
| Minimum 20 minutes reading<br>(It may be a good idea to read a book in bed)  |  |  |  |   |

Activities highlighted in **green**. Photograph can be taken and submitted to teacher.

## **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):**

A smartphone should be enough to access Remote Learning materials. If you do not have any digital means, 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.**

Staff will require at least one working day to arrange paper copies of some activities and you will be contacted via telephone and Dojo when they are ready. Unfortunately, this makes it difficult to provide the interactive aspect of remote learning if there is no digital access.

Completed activities should be returned to school with your child when the isolation period is up and these will need to be quarantined for a few days before your child's teacher will review the work. Teachers will provide feedback to your child once they have returned to school. 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 Goggle 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 14 days:

- Priority should be reading each day. Teachers to signpost parents and pupils to online reading programmes.

- For EYFS - 2simple 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 over 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:

19.10.20–23.10.20  
 See Remote Learning  
 timetable & Whole Class  
 Feedback overview.

- 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.

## 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.

The Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

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St Cuthbert's Catholic Primary School

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