



Christ the Saviour Remote Learning Plan 2021-2022

In order to ensure that learning is continued in the current situation where COVID is still prevalent, Christ the Saviour has developed the following plan for the academic year 2021-22. This plan offers high quality and broad remote learning opportunities with a mix of online and offline resources. As there is no longer a requirement for children to self isolate if they are identified as a contact, this plan is primarily in place to provide remote learning for pupils who are self isolating due to a positive test but are well enough to complete learning at home.

The plan complies with the expectations and principles outlined in the January 2021 DfE document [Restricting Attendance during the National Lockdown: schools](#) and the guidance given in the March 2021 DfE [Remote Education Good Practice](#)

Software and online platforms

If a child has to self isolate due to testing positive for COVID, but is asymptomatic or has recovered from symptoms, parents should get in touch with the class teacher to request remote learning. Remote learning will be set by the class teacher on Google Classroom. Google Classroom is free and can be accessed on a laptop, tablet or mobile; a ['Google Classroom' page](#) on the school website contains information and parent guides to Google Classroom to support parents in accessing and using Google Classroom. If a family needs access to a device in order to complete remote learning they should contact the school office and a school Chromebook will be provided for the duration of the remote learning.

Teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths. The Oak Academy lessons are in line with our teaching and learning policy and have been recommended by the DfE. The Oak Academy online lessons are free to all and offer a recorded taught session so that the children can access direct teaching from a teacher and then access work relating to that lesson within the same website. There are also lessons specifically aimed at children with SEND needs and those who may require additional support.

Individual children who are completing remote learning will be asked to submit their completed work through Google Classroom, either through online documents or photographs and videos of completed work, so that they can receive feedback from the class teacher. Parents and children should be aware that when individual children in the class are self isolating and doing remote learning the class teacher is teaching the class all day and so will be unable to respond to questions posted on Google Classroom during the hours of the school day.

CtS Remote Learning Curriculum Coverage

In line with the [DFE guidance](#) the remote education provided will be equivalent in length to the core teaching pupils would receive in school (an average of 3-4 hours daily across the school, with less for the younger children).

Maths

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources in class and they are already part of our curriculum policy.

TT Rockstars and Mathletics will all be utilised to support the acquisition and retention of basic core skills and are already part of our curriculum and home learning routines.

English

Pupils in the EYFS and Year One will access daily, structured **phonics** lessons from Read Write Inc. The delivery of these sessions are in line with our school provision and our teaching and learning policy. We subscribe to all the RWI resources and differentiated phonics lessons will be shared with the parent through Google Classroom to ensure the child progresses appropriately and does not miss out on key learning if they are away from school.

Pupils will be expected to continue to **read** each day for at least 30 minutes. Links are available on our website's Home Learning page to support access to online reading books including the ebook library through Oxford Owl and the Virtual School Library resources.

In line with our usual home learning routines pupils will access their Spelling Shed account to support the year group's **spelling** curriculum.

Teachers will set appropriate **writing and grammar** tasks that match the year group curriculum on Google Classroom, utilising Oak Academy where appropriate.

RE

As online platforms do not match our CtS Religious Education curriculum teachers will share their lesson slides and activities to enable pupils who are self isolating to complete RE lessons. Teachers may adapt their planning so pupils carry out more ATI activities at home for the period of remote learning as there will be fewer opportunities to discuss and share their learning with peers.

Science, Geography and History

Online lessons from Oak Academy have been matched to our Science, History and Geography curriculum. When the Oak Academy lessons do not match precisely teachers will adapt their teaching accordingly. For example, in the Year 6 Geography Unit Earthquakes: What causes earthquakes and how do they impact our world? The Oak Academy lessons are prepared for Lower Key Stage 2, so teachers should ensure extension activities are provided to deepen knowledge and understanding. Alternatively teachers may share the class slides and activities on Google Classroom when appropriate.

Music

Online lessons from Oak Academy have been matched to our Music curriculum and our music provider [SingEducation](#) have a range of online lessons available.

PE

Teachers will continue to plan opportunities for physical activity and movement breaks throughout the day in line with our usual daily routines at school. Links to 'Complete PE' lessons and challenges will be shared.

French

Our remote education learning plans link to activities and online resources for pupils to learn key French vocabulary and consolidate prior learning.

Collective Worship

Collective worship is at the heart of our school life and pupils will continue to have opportunities for daily acts of collective worship at school when they are learning at home. Collective worship slides or videos will be shared with pupils via Google Classroom so that pupils continue to have the opportunity to worship and reflect.

Positive Rewards and Motivation

Teachers will continue to give house points for following our school rules: Be Safe, Be Kind and Be an Active Learner. Examples of this may be getting a house point for using online platforms correctly (Be Safe), or sending a polite comment to a teacher to ask them to check their online work (Be Kind), or engaging in all learning (Be an Active Learner). Pupils achievements will be celebrated weekly in our Friday Celebration Assembly which will be posted on Google Classroom.

Being Ready for Remote Learning

In order to be prepared for remote learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff, parents and pupils need to be familiar with them):

Individual logins required:

- Gmail (this allows access to Google Classroom)
- Spelling Shed
- TT Rockstars
- Athletics

No login required:

- Read Write Inc
- Oak Academy
- White Rose Maths

Whole Class, Whole Cohort Self Isolation or Partial School Closure

In the rare case that Public Health England advises the school that a whole class or year group should self-isolate, parents will be given the opportunity to use a school chromebook if they do not have a device at home and children will be provide with a green 'Home Learning' exercise book to complete their remote

learning in. In the event of another national lockdown and partial school closure priority for school devices will be given to FSM pupils and pupils in UKS2. We recognise that younger pupils and those with SEND may not be able to access remote education without adult support and so a range of activities will be offered and the remote learning curriculum will be age appropriate.

Remote Learning

The initial response to a PHE advised whole class or whole cohort self isolation will be to notify parents by email and provide parents with an overview of the expectations for home learning and how to access the daily resources provided by the class teacher. Resources will be posted daily on Google Classroom. Information will be shared on how parents can access a school device if they do not have one at home; vulnerable families will be contacted by telephone and asked if they require a device. If a family does not have access to the internet in their home the school will provide a work pack for the child to complete and communication will be via the telephone. These workpacks (CGP activity books for maths and English) will be ordered on Amazon Prime and delivered directly to the child's address. If the family is eligible for free school meals the school will apply through the DFE scheme free mobile data or a router to ensure that remote education can be accessed.

Daily contact

In the event of a whole class or whole year group having to self isolate, Google Classroom and Google Meets will support the school in offering children the opportunity to communicate with their teacher through online meetings and messaging each day. This will be used as a teaching aid as well as a motivational factor and may be used differently for each school phase. Our expectation is that children will get at least one opportunity for face to face time with their teacher each day. This may be to take the register in the morning in groups of up to six pupils, to set the day's work or for children to 'drop-in' to receive further support or feedback after accessing the learning for the day.

In the event of another national lockdown and partial school closure staff will also be required to teach critical worker and vulnerable pupils in school; this may mean that on some days the teacher is unavailable to do a Google Meet with their class.

In the event of any form of self isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory. To support parents and pupils with remote learning, CtS will ensure that their provision is available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning. We understand that home learning may present challenges for different learners and different families and encourage those who are experiencing challenges to inform the school so we can put additional support in place.

Partial School Closure

It is recognised that in the event of a partial school closure, when the majority of pupils will be remote learning, the challenges for families with multiple children at home will be significantly higher than if a family only has one child from a class bubble self-isolating. Our remote learning provision aims to give families a high degree of flexibility in choosing when it is best within family routines for learning to be complete. Our remote learning provision does not require pupils to be online for significant periods of the day and the time of day when they need to be online is not fixed; pupils are only required to be online at a certain time for a short period of time for their Google Meet call. Our remote learning involves a range of activities including work that is completed offline and recorded in their green Home Learning books. We hope this approach to remote learning will help families who are managing access to devices between family members to develop a routine and schedule that works for all the children in the household.

Assessment: Teachers will be able to carry out formative assessments in line with our teaching and learning policy through pupil participation in the Google meets, online platforms such as TT Rockstars, Spelling Shed and Mathletics and through work submitted on Google Classroom. Work submitted on Google Classroom may receive a written comment feedback through the comment function or oral feedback through Mote or the daily Google Meet. When appropriate, the teacher may share the answer sheets on Google Classroom for pupils or their parent to mark their work (in class this is done through peer assessment.) Pupils will be asked to share their results via Google Classroom with the teacher so he/she is able to carry out any support if required. Formative assessment, particularly in Science, Humanities and RE may be supplemented by the use of Google Forms multiple choice quizzes to check pupils' knowledge and understanding remotely at the end of a topic or unit. Pupils are expected to return their 'Home Learning' exercise books to the class teacher after the period of remote learning and so that the work they have completed can contribute to our ongoing assessment in all subjects.

Summary of Provision

A pupil has tested positive for COVID and has to self isolate for ten days, however they are asymptomatic or have recovered from symptoms and are well enough to complete remote learning.	
Ongoing Support	Safeguarding/SEND
<p>The parent will inform the class teacher that the child is well enough to complete remote learning and will request work to be sent through.</p> <p>Class teachers will provide daily resources for the child; these resources, which may include links to Read,Write Inc,White Rose Maths and Oak National lessons, will be posted on Google Classroom each day. Daily learning will consist of:</p> <ul style="list-style-type: none"> ● A maths lesson ● An English lesson ● A foundation lesson or an R.E or Science Lesson ● A time of individual reading ● Online daily practice of maths facts and weekly spellings <p>Time will also be scheduled for the children to access our collective worship delivered by senior staff or Father Richard.This will encourage children to reaffirm, strengthen and practise our core Christian values of love and service.</p> <p>Completed work should be shared through Google Classroom. Particularly in the younger years, teachers may ask parents to scan or photograph a completed piece of work and to submit it on Google Classroom.Work submitted on Google Classroom will receive teacher feedback directly on Google Classroom.</p>	<p>If a child is entitled to benefit-related FSM the school office will contact the family to see if they would like to collect a food parcel.</p> <p>If a child is vulnerable in any way, the DSL or deputy will ensure that appropriate agencies are notified and arrange for a checks via a phone call from the DSL or deputy (record on My Concern).</p> <p>If a child does not engage, the school will get in touch with the family to discuss obstacles and offer support, e.g. the use of a school Chromebook</p> <p>Where children would normally receive additional support from teaching assistants the class teacher will endeavour to provide differentiated work and will contact the parent to see if further support is required.</p>

A class group or whole cohort are self-isolating on the advice of PHE or a the majority of the school are remote learning because of a partial school closure	
Ongoing Support	Safeguarding/SEND

Senior staff will send an email to the parents to explain the reason for self-isolation or the partial school closure and to inform them of the home learning expectations.

Class teachers will provide daily resources for their class; these resources, which may include links to Read,Write Inc,White Rose Maths and Oak National lessons, will be posted on Google Classroom each day. Daily learning will consist of:

- A maths lesson
- An English lesson
- A foundation lesson or an R.E or Science Lesson
- A time of individual reading
- Online daily practice of maths facts and weekly spellings

Time will also be scheduled for the children to access our collective worship delivered by senior staff or Father Richard.This will encourage children to reaffirm, strengthen and practise our core Christian values of love and service.

Teachers will be accessible to support children and answer questions through short daily meetings on Google Meet and through the comment function on Google Classroom.

Completed work should be shared through Google Classroom or completed in the child's green Home Learning exercise book. Particularly in the younger years, teachers may ask parents to scan or photograph a completed piece of work and to submit it on Google Classroom.Work submitted on Google Classroom will receive teacher feedback directly on Google Classroom. When pupils return to school they should bring their green Home Learning exercise book with them.

Those children that need additional support following feedback are to be directed to the daily Google Meet with attendance expected. Feedback in this way may be for individual pupils or groups of pupils of similar ability and the feedback may be provided by a teacher or teaching assistant.

In the event of teachers becoming ill, or staff being required to teach pupils in school, senior staff or Heads of Year will be required to take over the responsibility for the isolated class. When this is the case, daily face to face contact may not be possible however links to online learning will be shared and engagement would remain compulsory.

If a child is entitled to benefit-related FSM the school office will contact the family to see if they would like to collect a food parcel; all families are able to access our half termly Foodbank.

If a child is vulnerable in any way, the DSL or deputy will ensure that appropriate agencies are notified and arrange for regular checks via a phone call from the DSL or deputy (record on My Concern).

If a child does not engage, the school will get in touch with the family to discuss obstacles and offer support.

Where children would normally receive additional support from teaching assistants the class teacher will endeavour to provide differentiated work and the TA will regular contact to see if there is any further support needed.

Where children would normally receive support from SEND agencies, the Head of Inclusion will make arrangements for those to continue via Google Meet as long as the agencies engage.

Support from our drama therapist will continue online if parents are happy for this to continue remotely.

