

St Katharine's Primary School

Contingency Planning for Home Learning *in the event of a full bubble closure*

October 2020 (last updated)

★ Please read this document in conjunction with our **Remote Learning Policy** (a copy can be found in the policies and documents section of our website)

<p>Key Principals:</p> <ul style="list-style-type: none"> ★ Learning wherever possible will continue closely following that which what already planned for the period of closure ★ Children will receive support if access to IT is a problem; this may include the loan of equipment ★ In KS2 daily home learning will involve an element of online 'live' learning with the class teacher* ★ In KS1 daily home learning will be supported closely by videos and recorded inputs by the class teacher ★ Children will receive feedback for the work that teachers have asked to see and be supported to self-check ★ It is expected that children will complete all home learning tasks unless unwell. The school will contact parents if there is no evidence of home learning and any barriers discussed with parents on a case by case basis ★ We will maintain strong communication between home and school; parents are encouraged to email concerns and these will be quickly passed on to teachers <p><i>*live learning will not be guaranteed in the event of a teacher falling ill</i></p>				
Timescale	Hazel	Oak	Chestnut	Sycamore
Day of Closure	<p>Children sent home. Pre-prepared email sent to parents reminding them of the procedure and what to expect and the school's expectation of them.</p> <p>All children to have received a home – learning pack / folder. Children not in school will need to collect these.</p>			
Day One	<p>Day One (after closure) is a set up day for all parties – no home learning to be expected on this day.</p> <p>Teachers use this day to plan remote sequence of learning from Day Two to the end of that working week.</p> <p>Collection of technology (including log on process) and agreement signing where necessary. How supportive technology can be accessed will be included in the letter that goes home on the Day of Closure.</p>			
From Day Two – Closure end	<p>Weekly planning grid sent out for remainder of the week outlining the planned learning and play opportunities to support the children's learning. The grid will be split into: Literacy, Maths, Knowledge and Understanding of the World, Communication Language and Literacy,</p>	<p>Timetable Planning sent out for remainder of week, along with parent letter outlining the learning for the week i.e. themes, links to the blocked plan, where this learning sits within the sequence and reminders of expectations about time spent etc...</p>	<p>Timetable Planning sent out along with parent letter outlining the learning for the week i.e. themes, links to the blocked plan, where this learning sits within the sequence and reminders of expectations about time spent etc...</p>	<p>Timetable Planning sent out along with parent letter outlining the learning for the week i.e. themes, links to the blocked plan, where this learning sits within the sequence and reminders of expectations about time spent etc...</p>

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	<p>Physical Development, Personal, Social and Emotional Development, Expressive Art and Design and phonics. We will also provide links to websites that will be useful.</p> <p>A parent letter will also be sent out that outlines what learning looks like in EYFS, use of SEESAW reminder and reminders of expectations about time spent on activities.</p>			
<p>From the first Monday</p>	<p>Weekly planning grid sent out along with parent letter outlining the learning for the week and suggested activities to fit the different learning areas.</p>	<p>Timetable Planning sent out along with parent letter outlining the learning for the week i.e. themes, links to the blocked plan, where this learning sits within the sequence and reminders of expectations about time spent etc...</p>	<p>Timetable Planning sent out along with parent letter outlining the learning for the week i.e. themes, links to the blocked plan, where this learning sits within the sequence and reminders of expectations about time spent etc...</p>	<p>Timetable Planning sent out along with parent letter outlining the learning for the week i.e. themes, links to the blocked plan, where this learning sits within the sequence and reminders of expectations about time spent etc...</p>
<p>What does 'typical' home learning look like?'</p>	<p>Maths and Phonics 10-15 minute short, daily inputs. These could be class teacher videos to access or materials from Oak Academy, Letters and Sounds and White Rose Maths. We will also give</p>	<p>Maths and English A daily online pre-recorded teacher led tutorial for English, Maths and Phonics. The teacher led tutorials will provide opportunities for the children to pause and complete a suggested</p>	<p>Maths and English Online teacher led TEAMS session prior to each Maths and English lesson. These will be in the morning and specific timings recorded on the timetable.</p>	<p>Maths and English Online teacher led TEAMS session prior to each Maths and English lesson. These will be in the morning and specific timings recorded on the timetable.</p>

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	<p>ideas and suggestions for activities that can be done throughout the day, parent led and play opportunities.</p> <p>Other areas The weekly grid will give suggestions for activities and learning through a play based approach.</p> <p>By using the schedule tool on SEESAW teachers are able to schedule specific activities each day. This enables parents to manage tasks more systematically and be clear about daily expectations.</p>	<p>activity. A structured independent task will follow the teacher input. English and maths lessons will be approx. 40 minutes in length (including a video tutorial). The phonics input may consist of a mixture of pre-recorded teacher tutorials, phonics games and the Letters and Sounds videos. The phonics lesson will be approx. 20 minutes in length. These lessons will be available on SEESAW in the morning with the resources and materials to support them.</p> <p><i>*Lessons will follow that which would have been planned for if school were open (where possible). This will be Can-Do maths.</i></p> <p><i>**The online teacher led input will be a recorded Power Point, Letters and Sounds video or a video on SEESAW.</i></p> <p>Other Curriculum Blocked This learning (pm) will follow the learning block for</p>	<p>Maths and English lessons will be approx. 1hr in length (including TEAMS) a structured independent task will follow the teacher 'live' input.</p> <p><i>*Lessons will follow that which would have been planned for if school were open (where possible). This will be Can-Do maths.</i></p> <p><i>**if a recorded Power Point or a video in SEESAW is judged by teachers to work better for a piece of work this is an option.</i></p> <p>Other Curriculum Blocked This learning (pm) will follow that planned for the week if in school. This will be a mixture of TEAMS, recorded Power Point, SEESAW video and independent set tasks.</p> <p>Other Curriculum Discreet This is managed as above but there is a recognition that some aspects of this curriculum may need to be modified if it is not possible</p>	<p>Maths and English lessons will be approx. 1hr in length (including TEAMS) a structured independent task will follow the teacher 'live' input.</p> <p><i>*Lessons will follow that which would have been planned for if school were open (where possible). This will be Can-Do maths.</i></p> <p><i>**if a recorded Power Point or a video in SEESAW is judged by teachers to work better for a piece of work this is an option.</i></p> <p>Other Curriculum Blocked This learning (pm) will follow that planned for the week if in school. This will be a mixture of TEAMS, recorded Power Point, SEESAW video and independent set tasks.</p> <p>Other Curriculum Discreet This is managed as above but there is a recognition that some aspects of this curriculum may need to be modified if it is not possible</p>
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		<p>the week as if the children were in school. This will be a combination of recorded Power Points, SEESAW videos, opportunity to play or links to other learning platforms.</p> <p>Other Curriculum Discreet This is managed as above but there is a recognition that some aspects of this curriculum may need to be modified if it is not possible to offer that which was planned for the classroom.</p>	to offer that which was planned for the classroom.	to offer that which was planned for the classroom.
Teacher Feedback	Daily interaction on SEESAW teachers will respond with likes, comments and voice notes.	<p><u>In line with our marking and feedback policy not all work will be physically marked by teachers.</u></p> <p>Maths: answers are supplied for independent checking. Children are able to request support and upload work where necessary.</p> <p>English: Teachers will request for some pieces to be uploaded. This will be when feedback to the child is important for the next</p>	<p><u>In line with our marking and feedback policy not all work will be physically marked by teachers.</u></p> <p>Maths: answers are supplied for independent checking. Children are able to request support and upload work where necessary.</p> <p>English: Teachers will request for some pieces to be uploaded. This will be when feedback to the child is important for the next step in the learning to take place.</p> <p>Curriculum: as above Work can be shared via: SEESAW or Office 365</p>	

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		<p>step in the learning to take place.</p> <p>Curriculum: as above</p> <p>Work can be shared via: SEESAW.</p>	
<p>In the event of a teacher being unable to work due to illness:</p>	<p>A timetable or grid will be sent out for the week which will make reference to nationally available teaching and learning.</p> <p>As this class has a job share it is hoped that one of the partnership will be able to support the grid completion but parents will be informed that they may not be able to expect feedback from both members of the team.</p> <p><i>*Principal and LSA will comment on submitted work/pictures.</i></p>	<p>A timetable and or grid will still be sent out for the week which will make reference to nationally available teaching and learning such as the Oak National Academy. This will involve an element of video recording and other independent tasks for children to do. It may be that this learning does not follow the sequence that was planned for the children in Maths and English.</p> <p>Where possible the curriculum learning will reference /follow teachers existing plans for blocked learning.</p> <p><i>*in the case of Chestnut Class the job share partner (providing they are well) will support the planning but there will be an inevitable reduction in any live learning.</i></p>	
<p>Safeguarding</p>	<p>All live lessons will be recorded by teachers for the purposes of safeguarding and so that lessons can potentially be viewed at a later date.</p> <p>Children with SEND or for whom intervention would normally be in place in school will be carefully monitored by the SEND lead (Niki Jones) and access to parent consultation and advice made available. LSA support can be identified through use of SEESAW.</p>		
<p>Monitoring</p>	<p>The Principal and deputising Principal will have responsibility for the support and monitoring of home learning. It is our aim for all children to have lessons while at home that are of a consistent high quality and that meet the expectations laid out in this document.</p> <p><i>We recognise that home learning will look different for different year groups and we have based these decisions on the age and maturity of each cohort.</i></p>		

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