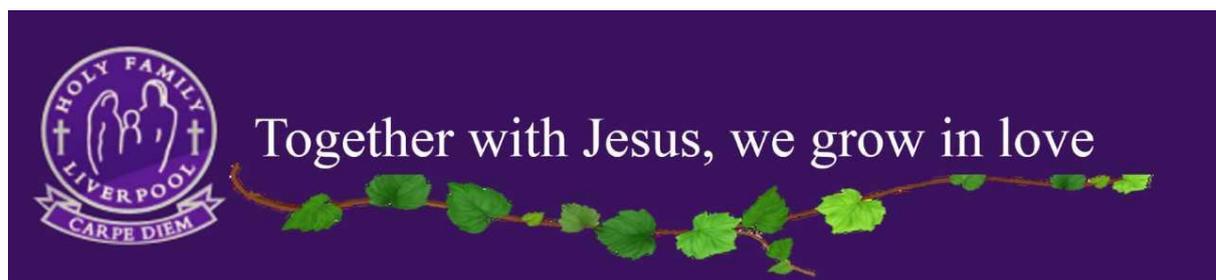


A Contingency Plan for the Education of all Pupils at Holy Family Catholic Primary School



Holy Family Catholic Primary School

Policy to be reviewed annually

Policy agreed by Governing Body: 07.10.2021

Updated: 05.01.2021

Signed: *Chair of Governors*

Review Date: September 2021

Contingency Plan for the education of all pupils at Holy Family Catholic Primary School during Covid-19.

The Remote Curriculum: what is taught to pupils at home?

A pupil's first few days of being educated remotely might look different from our standard approach while we take all necessary actions to prepare for a longer period of remote teaching. At Holy Family, we have pre-prepared generic work packs for each year group which contain a range of core and cross-curricular, age-appropriate tasks.

Following the first few days of remote education, all children will be taught broadly the same curriculum as they would if they were in school. However, we have needed to make some adaptations in some subjects, for example in PE, but we have shared links online to experiences such as Joe Wicks school fitness sessions.

Remote Teaching and Study Time - Expectations

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day. We encourage a combination of approaches where applicable.

	MS Teams (Updated daily). Work adjusted to suit the needs of the children	Paper (A 2 week package). Work to meet the needs of the individual child.
Nursery Practical activities	Activities to engage children for all areas of learning. Maintain communication with families.	Activities to engage children for all areas of learning.
Reception-Year 2 Up to 3 hours daily – maths, English, phonics & wider curriculum	Ed-Shed maths, maths activities. Phonics – include RWI video, modelling links if possible. T4W English focus activities. Activity chosen to support termly theme. Daily reading. Oak Academy materials	Reading book. Maths worksheets based on SIL and White Rose plans. Phonics sheets. Handwriting sheets. Grammar (Y2) Wider curriculum themed activities.
Year 3 – Year 6 3-5 hours daily – maths, English & wider curriculum	Ed-Shed maths, maths activities. Phonics – RWI if appropriate. Spelling shed daily login. TT Rockstars daily login. T4W English focus activities. Daily reading. Oak Academy materials	Reading book. Maths worksheets based on SIL and White Rose plans. Grammar sheets. Wider curriculum themed activities.
Expectations of checking work for self-isolation	Prior to the next school day, work will be marked and learning set for the next day on MS Teams.	Teacher to phone the child's home at the end of the school day (2 x wks), to check if learning has been suitable.
Expectations of checking work during a lockdown	During school's working hours. 9-12/1-3. With the exception of PPA afternoons, when teachers will be planning for the week ahead.	SLT/learning mentors to phone the child's home weekly, to check if learning has been suitable. Face-face MS Teams meetings with class teachers.

Accessing Remote Education

Online platforms are listed in the table above. We recognise that some pupils may not have suitable digital or online access at home. We support those pupils where possible with the loan of laptop computers and or Wi-Fi dongles. All families will be contacted via Parentapps if they feel they would benefit from digital support and are encouraged to contact school regarding this. In addition, school will reach out directly to families.

Printed materials will be updated every two weeks and the packs will be available for every child regardless of digital access. School staff will ring families where packs have not been collected. We encourage completed work packs to be exchanged for the new ones to enable teachers to assess work.

Expectations of the parent/carer

We expect parents/carers to support their child's education at home. MS Teams and paper activities can be accessed at any time of the day, suitable for the individual family. We expect any access difficulties to be shared with staff so alternative arrangements can be suggested. We would encourage the setting of routines to support your child's education. Staff monitor the completion of work and contact families accordingly.

Assessing Children's Work and Progress

Teachers hold 'face to face' meetings with the children through MS Teams and these are set at regular and consistent times. Feedback can take different forms and may not always mean a series of written comments for individual children. Some feedback may take the form of whole-class or via quizzes marked automatically using digital platforms.

Additional Support for Pupils with Particular Needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and will work with parents and carers to support those pupils by providing materials which are differentiated and specifically selected according to individual needs.

Remote Education for Self-Isolation in Different Scenarios

SCENARIO 1: In the event of an individual pupil going into self-isolation or bubble lockdown or whole school lockdown.

Step 1: Parent/carer phones school to notify of self-isolation/waiting a test.

Step 2: Office will ask if MS Teams is accessible from home, if not paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and will set work for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy (2 week package) to be delivered by office staff.

SCENARIO 2: In the event of a class teacher in self-isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other children in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

SCENARIO 3: In the event of a class teacher being unwell and unable to deliver remote learning during a full school opening.

A qualified adult will take classroom responsibilities including remote learning, with the support of the TA.

SCENARIO 4: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure.

In the event of this happening, the school would hope to identify staff to support the children with their learning. In the case of parallel classes, this will initially involve the staff of the same year group. If two teachers are unwell in the same year group, then the SLT would hope to identify staff to support both classes. If this is not possible, it may result in the children having limited access to teaching during the day.

SCENARIO 5: In the event of a self-isolation/closure, the child will not engage in home learning tasks.

If this happens, we urge parents/carers to contact school on 0151 709 3672 or email schoolclosure@holyfamily.liverpool.sch.uk. A member of staff will contact you to discuss barriers to learning. A Learning Mentor may become involved with the family to support the well-being of the child. This will be done via the telephone.

We understand that this can happen for several reasons. We will try to work with the family to encourage the child to re-engage. MS Teams activities can be completed by the child at any time of the day, at a suitable time for the family.

The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

As we work through this together, it is likely that we will face challenges. We will continue to reflect upon practice and so further modifications and enhancements are likely to be introduced. We recognise that parents/carers will have different expectations and opinions at different times. Decisions will continue to be made with the knowledge, timescales and resources school has at a given moment in time. We ask all parents/carers to work in line with our school spirit. Unreasonable expectations or unfair comparisons sadly take efforts away from what we always strive to do, which is to further improve our offer. This does not mean that the school is beyond criticism. We welcome ideas, suggestions and solutions so that together we work harmoniously for parents/carers, staff and our pupils during what remain as unprecedented times.