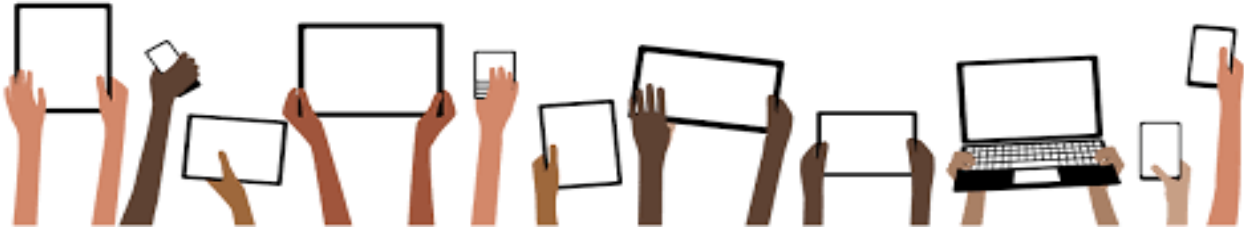




St Mary's
Catholic Primary School and Nursery

REMOTE LEARNING PROVISION OUTLINE



Please find below an outline of our Remote Learning Programme for all year groups as outlined in our Remote Learning Policy.

EARLY YEARS FOUNDATION STAGE

Early Years teachers will use Dojo or Tapestry to communicate details regarding learning activities for children.

- Parents should continue to read with their children;
- Songs, rhymes and opportunities to talk should be maximised;
- Practical activities such as baking, painting and craftwork should also be undertaken

Scenario	Method of Delivery	Expectations
Teacher self-isolating		<ul style="list-style-type: none">• Planning to be provided for the class (email)• Daily liaison with the class cover (email or telephone call)• Daily monitoring of Tapestry• Use Class Dojo for communication
Individual children self-isolating	PDF of 10 days' worth of activities sent via Dojo	<ul style="list-style-type: none">• PDF of activities sent via dojo/Tapestry.• Teacher to feedback if photographs/observations are submitted by parents via Tapestry• Use Class Dojo for communication. Teacher to arrange phone call from school if no contact via Dojo.
Teacher and whole class self-isolating (including TA)	PDF of activities sent via Dojo	<ul style="list-style-type: none">• Morning message from teacher posted on Dojo.• Timetable/PDF of day's activities sent via Dojo class story- Handwriting, Phonics & Writing, Reading, White Rose Maths, PSED/RE & 1 other themed activity (should be based on 'normal' curriculum).• Teacher to feedback when photographs/observations are submitted by parents via Tapestry• Use Class Dojo for communication.

Teacher positive and whole class self-isolating (including TA)	PDF of 10 days' worth of activities sent via Dojo	<ul style="list-style-type: none"> '10-day timetable of activities' sent via dojo. Teacher to read, 'like' and approve any observations uploaded to Tapestry on return to school.
Local / National Lockdown (Short Term / Long Term)	PDF of activities sent via Dojo (Only applicable if Reception is CLOSED to all but Key worker children)	<ul style="list-style-type: none"> Morning message from teacher posted on Dojo. Timetable/PDF of day's activities sent via dojo class story- Handwriting, Phonics & Writing, Reading, White Rose Maths, PSED/RE & 1 other themed activity (should be based on 'normal' curriculum). Teacher to feedback when photographs/observations are submitted by parents via Tapestry Use Class Dojo for communication. Teacher to arrange phone calls from school if no contact via Dojo.

KEY STAGE 1: YEAR 1 AND 2

Year 1 and 2 teachers will use **Class Dojo** to communicate details regarding learning activities for children.

- Parents should continue to read with their children;
- Practical activities such as baking, painting and craftwork should also be undertaken;

Scenario	Expectations / Action to be taken
Teacher self-isolating	<ul style="list-style-type: none"> • Planning to be provided for the class – through email. • Daily liaison with the class cover – through email. • Use of Class Dojo for communication. (Monitored by Class Teacher) • Additional activities to be completed as directed by Team Leader / Deputy
Individual children self-isolating	<ul style="list-style-type: none"> • A timetable of e-learning activities will be sent to the parent via Class Dojo. Activities to be taken from White Rose Maths/Oak Academy. • Use of Class Dojo for communication. • Ongoing: Reading Planet / Numbots
Teacher and whole class self-isolating	<ul style="list-style-type: none"> • Morning message to be put on Class Dojo and lessons added daily. • Lesson expectations for each day –English (PowerPoint task setting activity- Portfolio task, children to photograph) Maths (WRM/Power Maths) One additional activity (Topic/Science/RE/Reading) • Lessons to be put on Class Dojo through 'Class Story' or allocated as tasks using 'Create Activity.' Children's responses will be in their portfolios. Work submitted will be marked and reviewed by Teacher /TA. • Ongoing: Reading Planet / Numbots
Teacher positive and whole class self-isolating.	<ul style="list-style-type: none"> • A timetable of e-learning activities will be sent to the parents via Class Dojo. Activities will be taken from White Rose Maths/Oak Academy. • Use of Class Dojo for communication. (Monitored by Class TA) • Ongoing: Reading Planet / Numbots

Local / National Lockdown (Short Term / Long Term)	<ul style="list-style-type: none"> • Morning message to be put on Class Dojo and lessons added daily. • Lesson expectations for each day –English (PowerPoint task setting activity- Portfolio task, children to photograph) Maths (WRM/Power Maths) One additional activity (Topic/Science/RE/Reading) • Lessons to be put on Class Dojo through ‘Class Story’ or allocated as tasks using ‘Create Activity.’ Children’s responses will be in their portfolios. Work submitted will be marked and reviewed by Teacher /TA. • Ongoing: Reading Planet / Numbots
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LOWER KEY STAGE 2: YEAR 3 AND 4

Scenario	Method of Delivery	Expectations
Teacher self-isolating	TEAMS Online & Dojo	Timetable Feedback if work submitted via TEAMS after school Maths and English Daily Ongoing: Time Table Rock Stars Spelling activities
Individual children self-isolating	TEAMS Online & Dojo	Timetable Feedback if work submitted via TEAMS Maths and English Daily Ongoing: Time Table Rock Stars Spelling activities
Teacher and whole class self-isolating	Supply in Class with support from other team members TEAMS Online & Dojo	Timetable – working with other team members Feedback if work submitted via TEAMS Maths and English working with other team members and supply Ongoing: Time Table Rock Stars Spelling activities
Teacher positive and whole class self-isolating.	TEAMS Online & Dojo	Feedback if work submitted via TEAMS Check in Phone Call if not submitting or not communicating on DOJO (e.g. Vulnerable) Daily Timetable on DOJO or message English – Daily Lesson (written/video introduction) Maths – WRM/Power Maths Topic – One Weekly Lesson Ongoing: Time Table Rock Stars Spelling activities

<p>Local / National Lockdown (Short Term / Long Term)</p>	<p>TEAMS Online & Dojo</p>	<p>Feedback if work submitted via TEAMS</p> <p>Check in Phone Call if not submitting or not communicating on DOJO (e.g. Vulnerable)</p> <p>Daily Timetable</p> <p>English – Daily Lesson (written/video introduction)</p> <p>Maths – WRM/Power Maths</p> <p>Topic – One Weekly Lesson</p> <p>Ongoing:</p> <p>Time Table Rock Stars</p> <p>Spelling activities</p>
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UPPER KEY STAGE 2 YEAR 5 AND 6

Scenario	Method of Delivery	Expectations
<p>Teacher self-isolating</p>	<p>TEAMS Online Packs</p>	<p>Timetable</p> <p>Feedback if work submitted via TEAMS</p> <p>Maths and English – Pre-Made On-line Packs using Oaks Academy resources</p> <p>Ongoing:</p> <p>Time Table Rock Stars</p> <p>Spelling activities</p>
<p>Individual children self-isolating</p>	<p>TEAMS Online Packs</p>	<p>Timetable</p> <p>Feedback if work submitted via TEAMS</p> <p>Access to Oaks Academy online lessons for Maths/English/Reading/Science with links on timetable</p> <p>Ongoing:</p> <p>Time Table Rock Stars</p> <p>Spelling activities</p>
<p>Teacher and whole class self-isolating</p>	<p>TEAMS Online Packs</p>	<p>Timetable</p> <p>Feedback if work submitted via TEAMS</p> <p>Maths/English Lessons delivered by class teacher through Teams</p> <p>May also use Oaks academy online videos for other subjects such as Science.</p> <p>Ongoing:</p> <p>Time Table Rock Stars</p> <p>Spelling activities</p>
<p>Teacher positive and whole class self-isolating.</p>	<p>Teams Online Packs- Uploaded by Year group staff members</p>	<p>Timetable</p> <p>Unable to provide feedback through class teacher at this time.</p>

		<p>Access to Oaks Academy online lessons for Maths/English/Reading/Science with links on timetable</p> <p>Ongoing:</p> <p>Time Table Rock Stars</p> <p>Spelling activities</p>
<p>Local / National Lockdown (Short Term / Long Term)</p>	<p>Teams Online Packs</p>	<p>Feedback if work submitted via TEAMS</p> <p>Daily Timetable +/-OR Video message from teacher</p> <p>Lessons delivered through Teams:</p> <p>English – Daily Lesson (written/video introduction)</p> <p>Maths – Daily lesson -WRM/Power Maths</p> <p>Topic/Science – One/two Weekly Lessons</p> <p>Access to Oaks Academy online lessons for Maths/English/Reading/Science</p> <p>Ongoing:</p> <p>Time Table Rock Stars</p> <p>Spelling activities</p>



SPECIAL EDUCATIONAL NEEDS & DISABILITY

SCHOOL CLOSURE INFORMATION

The Special Educational Needs Coordinator (SENDCo) will make contact with all parents with children listed on the Special Educational Needs (SEN) Register.

The children who have an education health care plan (EHCP) will be allocated a place during a school closure and will be contacted directly to confirm this offer and any relevant arrangements.

As a result of parental choice, pupils during a lockdown/ school closure will attend school in their year group bubbles and have teaching assistants supporting them for the hours stated in their EHCP.

The parents whose child has an EHCP may decide to keep their child at home and access their learning package remotely.

We estimate from a previous school closure / lockdown, that it is likely that 50% of children with EHCPs will attend school and 50% will choose to learn at home utilising tailored work provided and directed by school.

The SENDCo will make weekly contact with the families whose SEN children are learning remotely, using the parents' preferred method of communication. All SEN Pupils are provided with bespoke learning packs to support their learning and well-being. Pupils with parents opting for them to working remotely that have speech therapy and/or physiotherapy and occupational therapy as part of their individual plan, will have arrangements in place to enable them to continue to receive these sessions remotely.

For SEN pupils attending school, the SENDCo will communicate regularly with the class teacher, assigned teaching assistants and with the child's parents. For pupils attending school, it will be arranged for specialists and associated professionals to visit to enable the support sessions to be effectively delivered. In this case, all school safety protocols will be followed.

Risk Assessments will be completed for all pupils with an EHCP. The situation may require the provision outlined on the EHCP to be temporarily amended by the SENDCo. These amendments will be shared with Cheshire East and parents.

Pupils with a school support plan (SSP) will be supported by the SENCo who will email school staff and contact parents via class dojo.

For pupils at first concern, the SENDCo will communicate with class teachers by email and parents via class dojo.

