

ST. MATTHEW'S PRIMARY SCHOOL



Contingency Plan for the Remote Education of all pupils at St Matthew's Catholic Primary School during Covid-19

Policy agreed by Governing Board:

Signed: *Chair of Governing Board*

Review Date: continuously review if necessary: Reviewed January 21

School Leader: Mrs Sime / Mrs Evans

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two 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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Early Years

There will be a Reception virtual classroom. Your child can click on and access the activities here.

It is important that your child engages with their virtual classroom every day. Staff will check in with your children regularly

Key Stage 1 & 2

There will be daily maths activities. Your child needs to do these every day

There will be links to the other websites like Spelling Shed and Times Tables Rocks

It is important that your child uses several of these every day

Complete the daily English lessons

Complete the other activities set

Staff will check in with your children daily.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we may use online lessons or resources but they will focus on the same curriculum objective.

This equates to approximately three hours of work for a child in KS1 and four in KS2. This is not necessarily all online

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
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Key Stage 2	4 hours
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Accessing remote education

How will my child access any online remote education you are providing?

Class Dojos are the core to our offer and other systems will be signposted from there. Children have all been given their class Dojo code and our data shows that almost all of our children have accessed class Dojos and we are working to engage those families who have not yet logged on.

- ✓ Google classrooms
- ✓ Oxford Owls Reading
- ✓ Times tables Rockstars
- ✓ Spelling Shed
- ✓ Purple Mash

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

All children have been contacted by staff to find out if they have access to a suitable device and to WIFI access. School also monitors access to online learning daily and call children to establish what barriers they have. We have 50 available devices to support home learning and home WIFI solutions for families who need them. Families are set up by school and liaise closely via the school office and email.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- ✓ Children are expected to complete a minimum of 3 (KS1) or 4 (KS2) hours work per day as a minimum
- ✓ They need to look at the daily timetable and access and complete the activities set by the class teacher.
- ✓ In addition, children can access online learning platforms such as TT Rockstars Spelling Shed, Oxford Owls
- ✓ Staff will check in with your children. This is expected between the hours of 9-3pm. Staff will not privately message your child.
- ✓ Staff will monitor the engagement for children and will contact you if children are not completing the set activities.
- ✓ Children in all year groups will have a daily timetable and be expected to complete activities related to teaching videos by school staff

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is expected that children access as a minimum the check ins and English and Maths activities set by staff.

Expectations of children

Our desire is that all children will access the minimum of 3 hours (ks1) and 4 hrs (ks2) determined by the DFE and we will work with families to maximise engagement

Expectations of parents

I need to tell the school if my child does not have access to a device or the internet

I want to make sure that my child keeps up with their learning

I need to help my child's learning by reading with my child every day and supporting them to complete their daily activities

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- ✓ We have a daily register of all children who have been completing home learning as well as activities. SLT review
- ✓ this and action any identified concerns
- ✓ Teachers also review engagement and will call parents weekly to support remote /home learning and address any issues around engagement.
- ✓ They will post encouragement and reminders to children to complete work on Dojos.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children.

For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Teachers will mark English and Maths and give children individual feedback as needed

Teachers will also give group learning feedback on some activities as they feel needed.

Teachers will comment on daily engagement tasks rather than commenting on every single piece of work that is sent to them

Teachers will assess children against key learning objectives, whether they have met the objectives and can move on or if they need to revisit the objectives for further consolidation.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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 we will work with parents and carers to support those pupils in the following ways:

- ✓ For Early Years we will post simple and accessible home activities that parents/carers can do offline as well as phonics teaching and other content online.
- ✓ We recognise that SEND children may find accessing core curriculum activities without teacher support and scaffolding difficult and will ensure a personalised approach for identified children which may involve using wider learning sites or different approaches to reach the same objective
- ✓ We recognise some neurodiverse children may be avoidant of remote learning. Parents/Carers will be offered support at home from OSSME foundation and signposted to the ASD training team as needed by the Inclusion Manager.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

This is set out in the document Home Learning Contingency plan found here. We have three levels of access with expectations set out. The main difference will be in the wider curriculum offer and posting of whole school activities and content such as assemblies etc

Contingency Plan for the education of all pupils at St Matthew's Primary during Covid-19

Scenario 1: In the event of an individual pupil going in self-isolation or bubble lockdown or whole school lockdown

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

Step 2: Office will ask if school website/ Dojos and google classes are accessible from home, if not paper copies will be arranged to send home the next day or a school device can be loaned.

Step 3: Teacher will be notified and the teacher 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 (1 per week) available on school website or for collection from school upon request

Step 5: Contact made by the class teacher once per week via telephone.

Please note: a letter will be sent to parents to provide details of how the work can be accessed and where information will be posted daily. Staff will plan to use a variety of different platforms for work to try to engage all learners and to best meet the needs of the particular lesson or learning objective. A sheet of all login details will be sent home as a reminder for parents and children.

	Dojos / Google Classrooms/ School Website Work to meet the needs of the individual child	Paper (1-week package) Work to meet the needs of the individual child
Reception to Year 2	Mathematics activities. Phonics – letters and sounds video (link on Dojos) Focus for English lesson or National Oak lesson An activity chosen by the teacher for another subject Oxford Reading Owl Daily reading logs Spelling Shed Purple Mash Dojos Google classrooms	Reading Book (if not already at home) Mathematics worksheets CGP Booklets Phonics sheet Handwriting sheets Grammar (Year 2) Wider Curriculum activities

Year 3 to Year 6	<p>Mathematics activities</p> <p>Phonics (letters and sounds if appropriate)</p> <p>Spelling Shed – encouraging daily log in</p> <p>TT Rockstar’s – encouraging daily log in</p> <p>Focus for English lesson or National Oak lesson</p> <p>Wider curriculum activity</p> <p>Oxford Reading Owl</p> <p>Daily reading logs</p> <p>Dojos updated</p> <p>Google classrooms</p>	<p>Reading Book (if not already at home)</p> <p>Mathematics worksheets</p> <p>CGP Booklets</p> <p>Phonics sheet Handwriting sheets Grammar (Year 2)</p> <p>Wider Curriculum activities</p>
Expectations of checking work for self-isolation	<p>Before the start of the next school day, the teacher will mark and set learning for the next day via Dojos or google classrooms depending on what platform the teacher has used. An overall general comment will be made on each child’s work e.g. ‘Excellent work today but I particularly enjoyed reading your newspaper report. Your punctuation and vocabulary choices were impressive.’</p>	<p>Teacher to phone the child’s home (once a week) to check if learning has been accessible.</p>
Additional information/resources	<p>Teachers will upload a daily pre-recorded video that will outline the expectations for the day.</p> <p>Loom videos will be used to support the teaching of certain objectives for the week. This will be developed further over time. These can be found on Dojos and on the school website.</p> <p>Virtual Classrooms will be used. This is a child friendly resource that teachers will use to guide children through their learning</p>	
Expectations of checking work during a lockdown	<p>During school working hours 9 to 12 / 1 to 3.</p> <p>Except Wednesday afternoon when teachers will be taking their PPA time to plan for the next weeks activities.</p>	<p>SLT / pastoral lead to phone the child’s home weekly to check if learning has been suitable.</p>

Expectation of the parent/carer

We expect parents/carers to support their child’s education at home. Dojo’s and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities. (Paper copies available on request)

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 pupils in isolation, homework activities and the weekly planning for the rest of the class. Another teacher will teach the class in the absence of the class teacher.

Scenario 3: In the event of a class teacher being unwell and unable to deliver remote learning during 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 event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same year group. If 2 teachers are unwell in the same year group, then the school would hope to identify staff to support both classes. If this could not happen, 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 would urge parent/carers to contact school via telephone 0151 226 1871 or 07862734405 or alternatively email office@stmatthewscps.co.uk. A member of staff will contact you to discuss barriers to learning. A member of the pastoral /SLT team may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Dojo activities can be completed by the child at any time of the day, at a time suitable 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 therefore further modifications and enhancements are likely to be introduced. We recognise that parent/carers will have different expectations and different opinions at different times. Decisions will continue to be made with the knowledge, timescales and resources school has at that given moment of time and we ask all parent/carers to work with us 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 service. This does not mean that the school is beyond criticism. We welcome ideas, suggestions and solutions so that together we work harmoniously for parent/carers, staff and our pupils.

Appendices

Principles behind our Home Learning Approach

Relationships	<p>We know that strong relationships are core to our children feeling secure and engaging in learning. This is exactly the same for online learning. Interactions with trusted, important adults form the springboard for learning to happen. Conversations with peers, and sharing the work of others sets expectations and motivates. Feedback keeps us on track.</p> <p>Teaching assistants are also able to interact, comment and post. Often they have very significant relationships with children and this will encourage them to engage.</p> <p>Our Wellbeing lead will post regularly and be accessible to the children.</p>
Familiarity	<p>Children need to use the platform regularly and be explicitly taught how to login, access work, and how to create posts as well as access material. The principles of being presented with new learning and supported to apply and practice the learning apply in our blended learning approach. This means that even when not in isolation home learning will be used to consolidate teaching in class and also for pre-learning.</p> <p>Parents are given clear expectations and supported to access the technology remotely. There are clear pathways to ask for help, even in lockdown and request for support are valued.</p> <p>EAL families are shown how to translate, and all are shown how to make verbal posts as well as written</p>
Relevance	<p>The learning online is given context and is carefully sequenced so it makes sense to the children, builds on prior learning and links together. Staff make the links between learning explicit in the way activities are described, and in their comments and feedback they remind children of previous curriculum and learning.</p>
Breadth	<p>As well as core learning in English and Maths, home learning builds on the wider curriculum offer.</p> <p>In addition to the year group offer, key staff in school offer children a broad range of rich content and activity from the breadth of resources available.</p> <p>The use of the virtual classroom signposts children to wider platforms and content relevant and accessible to them</p>
Consistency	<p>Expectations are clear to children and parents. Staff will be expected to interact during the hours of the school day</p> <p>We make explicit what is available when and how to access it</p> <p>The offer across the school is presented in a common way between classes and year groups so children have a consistent quality of offer and access</p>
Flexibility	<p>Whilst the content, presentation and timing is consistent we recognise that children may be sharing devices, and are dependent on the routines of adults to be able to access. Content will be posted in a way that allows children access when they can and is flexible to their circumstances</p>
Ease	<p>As much as possible we will minimise the need to create accounts or use multiple platforms or passwords</p> <p>There is a single point of contact for support via office@stmatthewscps.co.uk</p>
Management information and Follow up equality of access	<p>Engagement in learning is monitored qualitatively by the children's teachers and SLT. In addition. The safeguarding team will follow up families who are not accessing to make sure there are no concerns and also to understand and remove barriers to access.</p> <p>Our main focus will be on enabling children to access the online platform, but if paper-based solutions are necessary we will use them.</p>
Workload	<p>All plans will be made with staff consultation and created with workload in mind.</p> <p>We will make expectations clear to parents so they understand how to balance demand on their children and also on staff.</p>

	Staff have accessed considerable training and have peer network support. Some staff have become “experts” in the platforms used.
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SAFEGUARDING

St Matthew's Catholic Primary School approach to safeguarding children is set out in our Child Protection Policy and Online Safety policies

LGfL

DigiSafe
keeping children safe

To Keep Primary Kids Safe Online During School Closure

SIX TOP TIPS

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

Don't worry about screen time; aim for screen quality

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.



Check the safety settings are turned on

Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.



Get your children to show you their apps and games

You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?



Don't try to hide the news about coronavirus

If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.

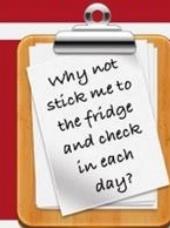


Remind them of key online safety principles

There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

If you aren't sure, ASK!

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at reporting.lgfl.net, including ones to tell your kids about (they might not want to talk to you in the first instance).



You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources

