

Remote Learning Plan



Introduction

This remote learning plan ensures that pupils at St John Bosco Catholic Primary School continue to receive high quality education in the case of a lockdown or the closure of a bubble. It will ensure that children get consistency and routine as much as possible.

Replicating the classroom remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Therefore, we wish to replicate classroom practice as far as possible so this policy aims to meet this criteria.

Expectations

- Daily timetables will be emailed out on a Friday for the week ahead (paper copies offered for collection or delivered to homes if necessary).
- All resources needed will be sent with daily timetables.
- Five hours of teaching/activities per day in line with usual teaching time.
- Daily prayer in line with usual school routines.
- Weekly phone call made to all families to check on well-being and to offer support with work that is set.
- Opportunities for vulnerable pupils to speak to learning mentors and/or trusted adults on a weekly basis or as and when needed.
- One hour per day of live teaching through Microsoft Teams for all KS2 children. Register taken by the teacher. Anyone who fails to attend the

Remote Learning Plan



session will be called afterwards by the teacher and offered technical support, etc to ensure they can log on tomorrow.

- Each week KS2 children will have one hour per day which is five hours per week of live teaching through Teams. This will be two hours of maths, two hours of literacy and an hour of RE.
- Electronic devices given to families who need them to ensure children do not miss out on live teaching.
- All children will be issued with lined and plain paper as well as a paper folder to keep all work in. Pencils, rulers and other stationary to be offered to all children to take home if needed.
- Children can choose to email photos or copies of their work to their class teacher (this is to be encouraged by staff) in order that their teacher can further support their learning.
- Work sent in to be marked by the class teacher and children given feedback on how to progress.
- All other work will be handed in upon their return to school, marked by their teacher and stuck in the relevant subject book - clearly marked with REMOTE LEARNING at the top of each page.
- Regular (daily) communication between teacher and pupils/parents.
- Marvellous Me will continue to be used to praise participation and effort by children.
- The school blog to be used to showcase work sent in by children.
- Key Stage Co-ordinator and Head of School to be copied into all correspondence with families.

Maths

In total, there should be at least an hour of maths timetabled per day. Within that, two hours of maths teaching must be planned into the timetable per week. This can be done as 30 minutes a day for 4 days.

If you opt for the 30 minute teaching sessions, the children can complete activities relating to the teaching once the live teaching session has ended. All worksheets and resources for each lesson must be printed in advance and sent home with the children. Activities from Busy Ant books can be photocopied and sent home for their learning tasks. Please ensure that your maths medium term plans are up-to-date so you already know what will be taught and what resources you will need to prepare.

Remote Learning Plan



In KS1, please make use of White Rose lesson videos and resources to support teaching of new concepts. These videos only require a link sent to a website. Oak Academy can also be used. Be sure to email parents their child's maths work and make use of online videos to teach the children.

In KS2, times tables are still a big focus particularly for Year 4 with the forthcoming test, so please ensure TT Rock Stars is included in your planning. As with KS1, the children can be directed to White Rose videos and Oak Academy for lessons which are not 'live' or these resources can be used to support your 'live' teaching.

As always please encourage children to practice times tables using TT Rock Stars outside of the timetabled day.

<https://ttrockstars.com/> should be used to practice times tables. Please ensure all children have their logins.

<https://resources.whiterosemaths.com/resources/> has online videos attached to each lesson. This will be particularly useful for KS1 since the children do not have access to a personal email.

<https://classroom.thenational.academy/subjects-by-key-stage> Oak academy is useful for taught lessons which are not 'live'.

<https://www.mathplayground.com/thinkingblocks.html> has lots of bar modelling games and mini online lessons.

<https://www.youtube.com/c/NumberFun/videos> Dave Godfrey has some useful videos for some areas of maths.

<https://uk.splashlearn.com/maths-games-for-year-4> Splash learn has some useful games for lots of topics in maths.

<http://www.snappymaths.com/> provides lots of worksheets.

<https://www.bbc.co.uk/bitesize/subjects/z6vg9j6> the BBC includes many resources that may be of use.

Literacy

One hour of English planned into the timetable per day. Of the five hours across the week, at least 1 hour should be reading / comprehension based, and a further

Remote Learning Plan



hour to be SPaG related. The rest should have more of a writing focus, leading to a quality piece of 'get writing'.

Please make sure that there are taught elements each week, so that the children are not just revising or practicing what they already know. In KS2, this can come through the live lessons on Teams. As long as there are two hours worth of literacy lessons taught live each week, it is up to class teachers as to how they want to divide this time eg 4 x 30 minutes.

In KS1, children can be directed to online videos/tutorials or teachers might email or send home explanations and examples of new learning. All teachers need to ensure that between 'live' lessons and the resources sent home, the children have all they need to complete the work for that week.

In classes 5 and 6, children must maintain their 3 x 30 minute sessions as a minimum on Reading Plus each week. They need to complete 5 stories and a vocabulary task each week. Class teachers need to monitor use and contact children/parents as appropriate to praise or remind them to keep up the practice.

All staff have access to Plazoom.com, which is a great resource to improve writing, with modelled texts for each unit. There are full unit plans for KS2, plus limited resources for KS1.

<https://www.plazoom.com/>

As a further resource for KS1, class teachers now have access to the Jane Considine planning and resources, to aid delivery of lessons.

<https://www.janeconsidine.com/>

Reading should be encouraged at home, with children/parents keeping reading records up to date. Children can read library books, scheme books, books from home or even read stories/texts online. Story time to be encouraged too, with opportunities for adults to read to children, or children to listen to stories online.

<https://www.bbc.co.uk/cbeebies/stories>

<https://www.freechildrenstories.com/>

<https://www.worldofdavidwalliams.com/>

Remote Learning Plan



Spelling lists to be given weekly for the children to learn. KS2 children may complete their test as part of a live lesson. Alternatively, they can write the words into sentences, look up meanings, write synonyms and antonyms etc.

<https://www.spag.com/> can be used to test the children's understanding of taught elements, provided they've had an explanation of new learning first. Teachers to monitor use to praise via Marvellous Me and to inform future lessons.

<https://vocabularyninja.co.uk/> will provide good resources for all aspects of English lessons, including comprehension. All staff have their own logins.

In terms of any writing tasks, please vary the genre every week or fortnightly. Share examples of success criteria, modelled writing or comprehension examples linked to the genre so that children know what to aim for. Make the tasks exciting as writing tends to be the area where children are less motivated or rush their work. As part of the week, children could carry out research, complete speaking and listening activities or watch video clips etc as part of the build up to their main piece of writing. Allowing them time to re-read, edit and improve is good use of time too.

Other useful websites to provide resources:

<https://www.bbc.co.uk/teach>

<https://www.bbc.co.uk/bitesize>

<https://www.thenational.academy/>

<https://www.primaryresources.co.uk/english/english.htm>

Phonics

All children in KS1 have access to online Read Write Inc lessons through the Virtual Classroom. Each day parents/children will have a message/email sent with a link to a video of a sound applicable to their group. Further links will be sent looking at spelling with the new sound and reading words containing the new sound. Children will have access to either a simple or complex speed sound chart and should read the sounds each day. Children will be provided with phonic worksheets focusing on the sounds applicable to their level.

Remote Learning Plan



RE

KS2

All children will receive two hours of RE per week which will consist of a one-hour lesson with a pre-set written task or activity and two half hour live taught lessons from the People of God curriculum. All learning objectives will follow the units appropriate to the liturgical season and Long Term Plan. The live lessons will reflect a typical RE lesson normally delivered in school, as far as possible. It will consist of a teacher led lesson approximately 30 minutes with an activity to show the children's learning. It may include a range of activities, such as bible stories, prayer writing, reflection, etc to support the children's learning.

Children will also receive a daily form of collective worship (virtually) which may consist of a head teacher led service, prayer service, liturgy based on TenTen resources, or a time of quiet reflection; this will be for a period of twenty minutes. Services will be led by different class teachers and will be timetabled in order to ensure that all KS2 children will be able to take part.

Children will be expected to join in with prayers and responses.

KS1

All children to receive two set lessons per week which will follow the People of God curriculum. All learning objectives will follow the units appropriate to the liturgical season and Long Term Plan. The lessons will consist of bible stories, using video links, worksheets with activities such as sequencing, artwork, prayers, etc. Teachers will email or send home explanations and examples of new learning.

Children will also receive a timetable detailing a daily form of worship which may consist of a prayer service, or a liturgy based on TenTen resources, or it may be a time of quiet reflection; this will be for a period of fifteen-twenty minutes.

All children will be expected to join in with all liturgy services.

Resources

<https://cafod.org.uk/Education/Primary-teaching-resources/Home-learning-primary>

Remote Learning Plan



<http://www.kenelmyouthtrust.org.uk/>

<https://missiontogether.org.uk/school-closures-home-activities/>

<https://www.catholicicing.com/coronavirus-home-resources-for-catholics/>

<https://teachingcatholickids.com/>

<https://thatresourcesite.com/thatresourcesite/>

<https://www.loyolapress.com/catholic-resources/family/catholic-kids/>

<http://www.4catholiceducators.com/ezone1b.htm>

Science

All children will receive one hour of Science which will consist of a remote lesson and a follow up task (worksheets, experiment or write up). Teachers can use the worksheets provided on the Stem website or they can create their own.

Children will be following the Science curriculum that has been put up on the website (topic webs). Children will have to evidence their work on lined paper and stick it in their Science books when they return to school (teachers to make note in their books that it was done during lockdown).

Website: https://www.stem.org.uk/remote-lessons?fbclid=IwAR1qMwOLAqdrGVhxPrfkWRPBO_WJWEcD7oVhjp40JxWdAlko8pUvnt-iO60

PE

As we approach the winter, it is crucial to try and keep our children active and healthy as much as we can. Please plan for at least 2 hours of PE activities each week. We are going to need to be creative with this, as there is a good chance a lot of this will need to be indoors over the coming weeks and months. Each child should have some basic equipment at home e.g. bats, balls, skipping ropes. This was offered during lockdown and can be offered again if any child needs it.

An easy one to do would be the PE with Joe daily workout

Remote Learning Plan



https://www.youtube.com/results?search_query=pe+with+joe+wicks

Dance routines are also relatively straight forward to do at home. Les Mills have a number of good videos, although there are hundreds out there if you prefer something different:

https://www.youtube.com/results?search_query=les+mills+dance+routines+for+kids

Even just encouraging daily walks or jogging would be helpful. The Facebook videos made during lockdown by Craig are still there, as well as the advice sent out about socially distanced PE. Weather permitting, or with enough space at home, many of these activities will work. E.g. taking a ball for a walk, passing it round different body parts, balancing on one leg whilst performing a task.

Made up fitness / gymnastics routines might work too - going up and down stairs, different types of jumping, rolling or holding balances.

As long as the children are active in some way and hopefully enjoy it, you can't go wrong.

Other Non-Core Subjects

The National Oak Academy can be used to set work in line with the unit of work currently being taught in school. Videos are available to give a taught element before work is then set by the class teacher to be completed.

Digimap is to be used <https://digimapforschools.edina.ac.uk/roam/map/schools> to support teaching of Geography. This will help children with their map and fieldwork skills.

Oddizzi is to be used <https://www.oddizzi.com/teachers/> to support the teaching of locational, place knowledge and human and physical geography. This can be done through quizzes, research, films and comprehension.

Due to the availability of resources and the specialism of the subjects, Art and DT will not be set to complete remotely. Spanish and PSHE will also not be specifically set and instead will be caught up with when the children return to school.

Remote Learning Plan



Purple Mash to be used <https://www.purplemash.com/login/> to support the teaching of Computing. This can also be used to set activities and games for the children to complete in other subjects.

SEN Provision

All children with an Education, Health and Care Plan will be expected to receive one hour per day of live teaching through Microsoft Teams. This will include literacy, maths, RE and personalised work set in accordance with their EHCP targets through specialised provision and a differentiated curriculum.

Daily personalised timetables will be emailed out on a Friday for the week ahead. Children will continue to follow their classroom timetable as closely as possible.

It is expected that children record their learning in the same manner that they record in school. This will be dependent on the specific needs of each child but may be in the form of written work, the use of ICT, etc.

The daily hour may consist of joining their class for whole class lessons or it may consist of a 1:1 session led by a teacher, teaching assistant or SENCo. If a child is timetabled to have a separate 1:1 lesson, parents will be notified of the time in advance.

Children will be expected to join in with prayer services, liturgies and assemblies.

All work will be expected to be handed in upon their return to school and will be marked by their teacher, teaching assistant or SENCo.

It is essential that children with SEN have consistent routines as much as possible.