



St. Gregory's Curriculum: Blended and Remote Education

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, St. Gregory's Catholic Primary School has developed the following plan. This plan offers blended and remote learning opportunities whilst also acknowledging the unique home learning and home working each family find themselves in, as well as considering that some households have limited access to devices and would require hard copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of an outbreak within the household;
2. A group of children are self-isolating because of an outbreak;
3. A whole cohort is self-isolating because of an outbreak;
4. During an enforced closure and/or lockdown, when the children of Key Workers and Vulnerable children are in school, and the remaining children are at home.

Intention:

To deliver on the whole-school curriculum Intention as fully, effectively, appropriately and considerately as possible, making best use of resources to ensure minimal disruption to our children's education. We aim for our in-school curriculum offer to be complemented by various technology platforms which are integrated into school curriculum planning and can be used both in school and remotely; that technology platforms are evaluated for their effectiveness and able to deliver on and/or enhance the existing school curriculum offer. St. Gregory's leaders will also carefully consider the impact of any blended or remote teaching on teacher workload, and continuously seek to maintain positive wellbeing for all staff and pupils, whilst providing quality education for the St. Gregory's child.

Implementation:

St. Gregory's will adopt a three-pronged approach to curriculum delivery: In-school, Blended and Remote education.

In-School Curriculum Offer , with enhancements.	Blended Learning , whereby education is provided for children isolating (and deemed well) and those attending school	Remote Education , whereby entire classes or most of the class are required to be educated remotely.
From September 2020, it is the Department for Education's expectation that all children attend school full-time. The in-school curriculum will be enhanced by various platforms which complement home learning (including homework). Staff will train pupils in these platforms, should they have to operate them in a Blended or Remote learning situation.	Where children are in a position that they are required to isolate or quarantine, blended education will initiate fully when the time frame for isolation is confirmed (usually after the result of a test within the household). Until then, a bank of relevant, sequential year-group activities should be accessed via their class webpage and submitted by the relevant platform.	Where class(es) are required to close for all or most children, all children at home will be expected to access a remote education. Children will access a bank of year-group specific resources in the first instance, before receiving specific, sequential class resources as soon as is practically possible after in-school education (for some children) has been paused.

Throughout all planning for blended or remote education, teachers will set appropriate work in-line with our current curriculum, supplemented by a range of carefully selected resources such as White Rose Maths and Oak National Academy. Please note that 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 longer periods of remote teaching and learning.

Who will be expected to access Blended or Remote Education?

It is compulsory that all children who are required to isolate, stay at home or quarantine access learning resources and submit work to their class teachers/assistants, unless they themselves are too ill to work. All details and expectations are outlined below

Blended Education

Blended Education – Immediate Response

School staff will initially ensure that any child requiring isolation, or unable to attend school because of Lockdown, will be provided with their class stationery pack, as well as any other in-school physical resources, such as a home learning exercise book or their copy of the class novels. Leaders note that, for some children, these might need to be delivered to the household.

Blended Education - Continual Learning Tasks

From the moment a parent/guardian reports to school that children are required to isolate, providing they are well, children will be required to access Continual Learning tasks. These tasks have been compiled by class teachers to complement the specific year group curriculum, and will require pupils revise and consolidate prior knowledge or apply subject-specific skills. These tasks are available via the class webpages, under 'Blended and Continual Learning'. When completed, these tasks should be communicated to the class teacher via the designated platform for the child's year group. Continual Learning tasks should be accessed and submitted until the time frame for the child's isolation has been confirmed, at which point the full Blended Learning curriculum, detailed below, should be accessed.

Blended Education – Curriculum Content

In a Blended Education scenario, where individual pupils need to self-isolate but the majority of their peer group remains in school, or during a Lockdown when most pupils are required to be at home, how Remote Education is provided will likely differ from the approach for whole group closure (detailed below in Remote Education); this is due to the immense challenges of teaching pupils both in school and at home. Teachers will facilitate teaching and learning for pupils who are in school and for those at home. With this situation, St. Gregory's staff and leaders are astutely aware of the necessity to provide an education for all our pupils whilst negating any potentially negative impact on teacher workload and wellbeing. Staff teach the same curriculum remotely as we do in school wherever possible and appropriate. However, some adaptations to some subjects will be necessary, as detailed below. In Blended Education scenarios, staff will **prioritise the facilitation of core subject teaching** and learning; teaching and learning activities from the **foundation subjects will be supplemented with existing St. Gregory's resources and activities** such as Knowledge Organiser retrieval and consolidation activities. For the foundation subjects, teachers will endeavour to provide additional teaching and learning videos from the Government's recommended resource bank, Oak National Academy. Selected clips will, where available, link to the present class timetable and complement the sequence of the ongoing curriculum.

Year Group	Where will Blended Education learning activities be shared?
Nursery to Year 3	Activities will be assigned to children via Class Dojo, and utilise existing curriculum enhancement programmes <i>e.g. SpellingFrame</i>
Years 4 to 6	Activities will be assigned to children via Google Classroom, and utilise existing curriculum enhancement programmes <i>e.g. SpellingFrame</i>

St. Gregory's Blended Education Curriculum Focus			
Subject	Year Group/Phase	Core Purpose & Use	Links
Maths	Nursery to Year 2: Numbots	EYFS focus on Number	https://play.numbots.com/#/intro
	Years 1 to 6: WhiteRose Maths	Y1-Y2 for repeated practice Sequenced in line with in-class learning	https://whiterosemaths.com/homelearning/
	Year 3 to Year 6: Times Tables Rockstars (TTRS)	Maths enhancement	https://play.numbots.com/#/intro https://trockstars.com/
Reading	Nursery to Year 3: Oxford Owl, including Letters and Sounds eBooks	Linking sounds & books	https://www.oxfordreadingbuddy.com/uk
	Year 4 to Year 6: Read Theory	Individualised reading experience	https://readtheory.org/auth/login
Phonics & Spelling	Nursery: Floppy's Phonics video links	Linking sounds & word reading	https://www.oxfordowl.co.uk/please-log-in
	Reception and Year 1: Floppy's Phonics Oxford Owl	Set phonics & spelling rules	https://spellingframe.co.uk/
	Year 1 to Year 6: SpellingFrame		

Blended Education – Accessing and Submitting Learning

Children will be expected to access, complete and submit their class learning every day, engaging in learning which is approximately equivalent to the duration of a usual school day. St. Gregory’s staff are very much aware of the working lives of our school families, and therefore accept that families (whilst still ensuring children access their full day for the full duration), may do this at any point during the day, to coincide with parents’ working-from-home requirements.

<u>Year Group</u>	<u>Where are Blended Education learning activities required to be submitted?</u>
Nursery to Year 3	Activities should be submitted by parents via Class Dojo
Years 4 to 6	Activities should be uploaded via Google Classroom.

<u>Year Group</u>	<u>How long can I expect work set by the school to take my child each day?</u>
Nursery to Year 2	3 hours
Years 3 to 6	4 hours

Blended Education – Assessment

Assessment of Blended Education will remain broadly in line with our whole-school Marking and Feedback policy: pupils will be encouraged to self-mark where possible and written feedback will be light-touch, timely and constructive. In many cases, where the intended outcomes have been met, work will be ‘acknowledged’, maybe with a celebratory comment. In a blended education scenario, feedback would be returned via the same platform in which the work was submitted (either Dojo or class email addresses).

Continuity of Blended Education

In the event of teachers becoming unwell, class provision of blended learning will be overseen by other phase teachers. If teachers are required to prepare blended learning for classes additional to their own, staff will endeavour to deliver on the offer detailed within this plan, though school and families should remain sensitive to the heightened pressure of this situation. Support staff will take a prominent role in monitoring pupils’ remote learning, including providing feedback and reporting to teachers on pupil submission.

(See also Equality of Opportunities and Technology Support, all detailed below.)

Remote Education

It might be the case that St. Gregory’s is instructed by Public Health England to close either individual or all classes.

St. Gregory's Immediate Response:

- Leaders will share and reinforce St. Gregory's remote learning approach, guidance and expectations with parents
- Teachers and support staff will revise and reinforce use of selected home-learning platforms, Class Dojo and Google Classroom, with children
- Children to take home their individual stationery pack, with the agreement that this is well-kept and returns post-lockdown, as well as a home learning exercise book. Leaders acknowledge that, for some, these may need to be delivered.
- Teachers and leaders to use parent surveys to determine technology support for those who require it, with the agreement that this is well-kept and returns post-lockdown
- Teachers/support staff ensure children are familiar with class webpages and have necessary access details for all blended learning platforms, as detailed in the table above.
- Teachers/support staff lead eSafety and Digital Citizenship discussion in class, rooted in our school's Mission Statement and embracing our Catholic ethos, to enable, enthuse and engage children in technology enhanced learning.

Remote Education Implementation:

From the point of enforced closure for individual classes or the whole school, children will be expected to access a series of Continual Learning tasks, which will be listed on the class webpages. Providing they are well, children will be required to access these Continual Learning tasks for the first day of isolation or Lockdown. During this time, teachers will begin to make the transition to remote learning by preparing the in-school curriculum. Soon after, teachers will begin facilitating remote learning, through a series of existing web links to pre-recorded video clips, voice-over presentations and other educational technology programmes.

Year Group	How long can I expect work set by the school to take my child each day?
Nursery to Year 2	3 hours
Years 3 to 6	4 hours

Remote Education Curriculum Content: How will children be taught the National Curriculum?

St. Gregory's remote education aims to ensure children can engage in learning opportunities for a range of curriculum subjects, as per our usual class timetables. Teachers will endeavour to ensure lessons are the equivalent length of a usual school day, preparing sessions that adhere to agreed timetabling as much as possible. Learning will be a continuum of class learning, with sequential learning of core knowledge, skills and vocabulary remaining central to our endeavours.

How will my child be taught remotely?			
Subject	Method of Delivery	Task Access, Submission & Feedback	Subject Enhancements
Maths*	Nursery & Reception: Mrs Patnell's Maths Year 1 to Year 6: White Rose Video	Nursery to Year 3: Class Dojo Year 4 to Year 6: Google Classroom	Espresso Maths Numbots TTRS
Reading*	Nursery to Year 3: Oxford Owl with Letters and Sounds and Floppy's Phonics Year 4 to Year 6: Voice-over Presentation All Years: Voice recording of class books/novel	Nursery to Year 3: Class Dojo Year 4 to Year 6: Google Classroom	Oxford eReadingOwl Read Theory
Phonics*& Spelling*	Nursery: Floppy's Phonics videos Reception to Year 1: Assigned Floppy's Phonics Year 2 to Year 6: Voice-over Presentation (from NoNonsense Spelling sequence)	Nursery to Year 2: Class Dojo Year 4 to Year 6: Google Classroom	Floppy's Phonics Spellingframe
Writing*	Nursery to Year 1: Direction, linked to phonics Year 2 to Year 6: Voice-over Presentation	Nursery to Year 2: Class Dojo Year 3 to Year 6: Google Classroom	Spellingframe
Science RE History Geography Design Tech Art PE	All Years: Voice-over Presentation <i>(St. Gregory's created or through use of other Government approved resources, such as Oak National Academy)</i>	Nursery to Year 3: Class Dojo Year 3 to Year 6: Google Classroom Some platforms will require pupils to login separately, e.g. HourOfCode for KS2 Computing – these will be communicated to pupils via the established channels.	Oak National Academy Knowledge Organisers Hour of Code & TerrapinLogo DigiMaps (Geography) Interactive Mapping Charanga - Yumu

Computing Music Spanish			
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* Core Subjects

Structuring Remote Education:

- Teachers and/or support staff will upload a timetable/schedule of activity to guide pupils in their home learning for the day/week, available via class platforms (Dojo/Google Classroom) and on class webpages.
- Where 'Demonstration Video' or 'Voice-over Presentation' is identified, teachers/support staff will either select existing materials or pre-record teaching to allow for an Interactive Whiteboard simulation experience. This pre-recorded session will be shorter than usual in-school lessons, to allow for pupils to pause the video for thinking time or individual activity etc, as directed within the presentation.
- Pre-recorded teaching and demonstration videos will, where possible, stick broadly to our agreed lesson structure:
 - Retrieval of prior learning, to see where this lesson relates to previous;
 - Identifying key vocabulary to be used, usually subject-specific;
 - Facilitation of teaching, where core knowledge will be presented;
 - Practise, whereby pupils might be prompted to pause the video to complete an activity, then to return to self-mark from the answers on the following slide;
 - An independent activity, which would require 'submitting' to the relevant platform: Dojo or Google Classroom.
- Children will be expected to upload their work to their relevant platform, ideally within the hours of the usual school day, though considering the many home and family circumstances, submission is not limited to 0900 – 1520.

Pupil and Parent Engagement

It is expected that, with the support and supervision of families, pupils stick to, where possible, the timings of the school day: this includes beginning at approximately 0900 and following the usual daily structure - this, too, includes allowing breaks from learning throughout the day. Parents may support pupils with learning where deemed necessary. Some tasks might require adult assistance; others might be completed independently. School staff request that adults support with technological difficulties and always supervise children when they are using the internet.

School staff check work regularly throughout the day, and track pupil activity of all work set. Where there is engagement concern, school staff (teacher, support staff, senior leaders or the Headteacher) will make individual phonecalls, to ascertain any barriers to accessing remote learning, and seek to provide additional support to enable pupil learning.

Assessing Remote Education – Assessment

Feedback can take many forms and does not always mean extensive written or verbal comments for individual children. For example, whole-class feedback/quizzes or automatic systems on digital platforms are also valid and effective methods, amongst many others. Teachers and support staff will monitor and view all work submitted, and will often provide light praise and/or acknowledgement of all work via the relevant platforms. Using work submitted, teachers and support staff will focus on the submissions of children usually requiring 'support' and seek to identify pupils who would most benefit from more in-depth feedback or adult intervention. It is possible that these children might be invited to a small-group virtual lesson (via Zoom) in the following day(s).

Maintaining Daily Contact through Remote Education

Teachers recognise the need to maintain daily contact with their pupils, and will do so regularly via Dojo and Classroom. Furthermore, Teachers and support staff will make themselves available for a virtual Zoom 'Drop In' session each day, between a designated time, to allow for (albeit virtual) face-to-face contact. Drop-in sessions will provide time for pupils and staff to see one another, to share in a story or time or prayer, to check on learning, or to provide additional help or support in their remote learning. This daily contact time will be listed on class timetables.

Equality of Opportunities

St Gregory's staff recognise the need for equal opportunities for all pupils, to ensure each can access a quality education, regardless of their unique situation or barriers to learning. We recognise that some pupils may not be able to access remote education without support from adults, and we acknowledge the difficulties this may place on families. We will work with parents and carers to support those pupils. For pupils with SEND, class teachers, in consultation with the SENDCo and child's parents, have made reasonable adjustments to children's EHCPs or Individual Learning Plans, to ensure minimal disruption to their learning.

- For those listed as requiring Enhance Quality First Teaching, teachers will endeavour to provide the necessary support and resources required to ensure pupils are able to access learning as required.
- For children on our Pupil Premium register, teachers and leaders will explore whether the child's home situation enables them equal access to a remote education.

Staff and leaders will initially consult parent survey responses, and thereafter monitor pupil contributions and frequency of submissions to their digital platforms. Where necessary, welfare calls will be made by class teachers and senior leaders, to discuss additional support that might be required.

Technology Support

Considering the reliance upon technology, parents have been surveyed regarding internet and technology access, resulting in teachers and leaders creating an approach that allows for all pupils to access a remote education. Where children have very limited access to technology or internet access, individual parent phonecalls will be made, to monitor pupils' access to remote learning, including providing paper copies of work set. Where paper-based copies of work are deemed absolutely necessary, school will work with those individual families to agree suitable delivery and submission of class work.

School have repurposed an existing bank of laptops which may be made available to families, upon request. Loaning of laptops is at the discretion of the Headteacher, considering individual family needs. Families must read and sign a Laptop User Agreement, as well as reading, signing and adhering to the Acceptable Use Policy. Both internal and external IT Support staff are available to assist with school-related technology issues; both can be contacted via the school office.

Continuity of Remote Education

In the event of teachers becoming ill, class provision of remote learning will be overseen by other phase teachers. Support staff will be required to take a prominent role in monitoring pupils' remote learning, including providing feedback and reporting to teachers on pupil submission.

This COVID Curriculum strategy operates in conjunction other school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs (SEND) Policy
- Behaviour Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct