

The following contingency plan sets out expectations for providing remote education in the event of a COVID-19 outbreak or the closure of year group bubbles.

Purpose of the plan:

This plan outlines the actions the school will take to provide remote education under the following circumstances:

Scenario 1

- Where a class, group or small number of pupils need to self-isolate following a confirmed case of Covid-19.
- There is a local lockdown requiring pupils to remain at home.

Scenario 2

- Any pupils shielding (long term)
- Any pupils needing to self-isolate but their peers remain in school
- Pupil is awaiting test result (short term)

Aims:

The remote learning contingency plan will:

- Ensure immediate remote education is available should the need arise.
- Follow the intended curriculum teaching sequence in school
- Offer high quality online and offline resources with links to videos well matched to the school's curriculum expectations
- Ensure pupils receive regular assessment and feedback impacting on their attainment
- Provide printed resources to support those who do not have access to technology.
- Be suited to the needs of the pupils. Younger pupils and pupils with SEND will have appropriate tasks set that encourage the development of independence.
- Provide opportunity for a broad and ambitious curriculum.

Effective online learning:

According to a report by the Education Endowment Foundation (2020), teaching quality is more important than the methods used for delivery. Therefore, if effective elements such as clear explanations, scaffolding and feedback are present, pupils should learn just as effectively through remote teaching as they do during face-to-face instruction. Peer interaction in distance learning – for example, utilising peer marking, live discussions of lesson content, and sharing models of good work – was found to be effective in motivating pupils and improving outcomes. Strategies that support students to work independently, such as checklists, daily plans and reflecting on their work, were also recommended.

Seesaw:

The online learning platform used in school is called Seesaw. This platform was found to be very effective during initial lockdown and pupils and families responded positively to its ease of use. All children have been given home learning codes and homework has been assigned so that pupils regularly engage with the platform. Leaders have selected a platform which allows interaction between teacher and pupil and also allows peer interaction through a class blog. A range of feedback techniques can be used to support pupils learning such as peer marking, annotations, voice memos or 'likes'. The platform is also suitable for mobile devices. For those pupils who do not have access to technology a home learning pack is provided, teachers monitor engagement on the platform and pupils who have not accessed learning will be contacted to ensure they have the appropriate support.

Curriculum Offer:

There will be a range of high-quality activities provided, daily activities for English and Maths, with weekly activities for foundation subjects. Learning assigned on Seesaw will be well matched to the intended sequence of learning in school, however paper-based activities will focus on addressing core skills such as arithmetic, grammar and handwriting.

Online access

We recognise that some pupils may have difficulties with online access at home because of device issues or internet/data difficulties. School is able to loan some suitable devices to families who do not have sufficient technology at home.

However, the online platform that is used (Seesaw) is able to be accessed on a range of platforms and devices including smartphones, tablets, laptops and games consoles including Xbox and PlayStation to support pupils with accessibility.

Where families have difficulty with limited data the school has offered Sim cards provided by Vodafone alongside the DfE scheme for temporary data increases. If support is needed with online access families can contact the school via email office@bishop-bridgeman.bolton.sch.uk or phone the school office 01204 333466.

Printed materials are available for some pupils where they cannot access the online platform or they have additional needs that would benefit from some further offline work, these can be collected from the school office. Once completed the work can be returned to school so the teacher can assess the pupils learning and set follow up work.



Home learning Contingency Plan



The following table demonstrates the school's curriculum offer for pupils in **scenario 1** (confirmed case or local lockdown):

Scenario 1		Online	Offline
D a i l y	Worship KS1 and KS2	Worship sessions delivered daily by members of staff and clergy following the usual weekly worship rota: Monday - Principal Tuesday - Key Stage lead Wednesday - Clergy Thursday - SLT Friday - Celebration	Ethos to Go worksheets
	English KS1:	English task assigned daily, in line with the current intent through Seesaw platform. Activities to include videos on grammar, www.roythezebra.co.uk , sentence construction practise, work based around a text, short comprehensions (60 second phonic ability reads Twinkl) Reading on oxford owl.	Home learning packs with range of activities linked to year group core skills e.g. grammar. Reading activities and reading of school book.
	English KS2:	English task assigned daily, in line with the current intent through Seesaw platform. Writing task following curriculum intent using literacy shed videos, Pixl resources, Learn By Question for year 6 (LBQ). Reading on oxford owl.	Home learning packs with range of activities linked to year group core skills e.g. grammar (CGP; grammar, reading). Reading activities and reading of school book.
	Phonics (KS1 & Y3):	Phonics activity linked to current phases, 'phonics play' games, short teaching videos. www.readwithphonics.co.uk games	Tricky words for current phase Caption reading and writing Phonic booklets
	Maths KS1:	White rose/screen grab of a maths activity with supporting video clip, to complete in line with the objectives currently being taught, assigned via Seesaw. Maths links to songs, BBC videos or teacher videos to explain methods, links to topmarks games	Home learning packs with range of activities linked to year group core skills e.g. arithmetic and times tables.
	Maths KS2:	White rose/screen grab of a maths activity with supporting video clip, to complete in line with the objectives currently being taught, assigned via Seesaw. Test base resources assigned via Seesaw Pixl therapies LBQ – Year 6 My Maths assigned and linked from Seesaw	Home learning packs with range of activities linked to year group core skills e.g. grammar (CGP; arithmetic, calculation and shape, space and measure activities).
W e e k l y	KS1:	Seesaw tasks to include: Topic Science (twinkl, testbase). RE Computing PE (Elite Coaches) Music (Bolton music service videos) Times tables (Pixl App) – Y2 Reading First News with supporting comprehension tasks Link to yoga for kids/PSHE activity Story read aloud by class teacher.	Knowledge organisers – self test Spellings Handwriting End of unit assessments for science for previous unit.
	KS2:	Seesaw tasks to include: Topic Science (twinkl, testbase, LBQ) PE (Elite Coaches) RE Computing Music (Bolton music service videos) Mfl – language angels and supporting videos Times tables (Pixl App) Reading First News with supporting comprehension tasks Story read aloud by class teacher.	Knowledge organisers – self test Spellings Handwriting End of unit assessments for science for previous unit.

All activities set on Seesaw display the amount of time the sessions should take for pupils to complete, ensuring that pupils meet the daily time requirements set by the Department for Education:

KS1 - 3 hours of learning per day

KS2 - 4 hours of learning per day

Scenario 2 (shielding, self isolation, awaiting test results):

Scenario 2	Online	Offline
Daily	Classwork for English and Maths assigned on Seesaw following current intent.	Home learning packs with range of activities linked to year group core skills
Weekly	Teacher to upload classwork for: Topic Science Teacher can direct to Oak National Academy and BBC bitesize for supporting videos and activities.	Knowledge organisers – self test Spellings Handwriting End of unit assessments for science for previous unit.

In the event of a teacher who is unable to set work while self-isolating a nominated teacher and additional teaching assistants have been identified with Seesaw credentials shared.

For pupils who receive speech and language interventions in school, this programme will continue by utilising paper packs put together by SENDCo and by delivering some bespoke activities set through the online platform Seesaw. SENDCo can access each class and ensure needs are being met for SEND pupils. Class teachers can also signpost to some specialist lessons on the Oak National Academy.

Setting of work, Marking and Feedback:

Teachers and teaching assistants are all able to set work and give feedback through Seesaw. Staff will continue to offer the high level of feedback that pupils are accustomed to. Each piece of work submitted will be acknowledged by a 'like' or short praise comment by both teachers and teaching assistants. For more in-depth feedback impacting on pupils progress children can expect this at least twice a week in both English and Maths and weekly in Topic/Science work, this is a minimum expectation and teachers will use professional judgement to ensure pupils are continually encouraged. Feedback can take the form of comments, annotations or voice notes.

Training:

Training has been given to all members of the teaching staff in using the platform. Children can expect feedback from a range of teaching staff including the teaching assistant for their class.

Reading:

There is a continued emphasis given to reading even through home learning. It is so important that pupils learn to read fluently as quickly as possible as fluent readers will learn more. There will be daily reading tasks assigned and pupils can access a wealth of reading material through Oxford Owl. Teachers will also read stories and their class novel at least once a week as a minimum. For younger pupils (up to year 3) there will also be daily phonic activities linked to their current phase of teaching enabling them to revisit previously learned GPCs as well as be introduced to new phonemes matched to their intent.

Rewards:

Teachers will continue to utilise reward systems well established in the classroom that children are already familiar with. In the event of a pupil being unable to complete some work at home upon their return to school time can be given at lunchtime or in breakfast club to 'catch up' with any missed learning. Teachers expect pupils to complete work at home to the best of their ability and if this is not the case a senior leader will contact parents to discuss concerns and offer additional support, such as a personalised video or voice note.

During the event of a whole school lockdown children will be encouraged to complete work remotely using a point based incentive. Children will be rewarded 5 points for every piece of work that is submitted on-line or returned in a paper-based pack. Children in KS1 need to earn at least 75 points a week, children in KS2 need to earn at least 65 points per week to earn their name on the 'Interactive Wall of Fame'. For every time they enter the Wall of Fame they will receive a raffle ticket to win a prize hamper when school reopens. The class with the highest number of points will also receive a non-uniform day when school reopens.

Early Years:

For children in the Early Years teachers continue to communicate with parents through the platform Tapestry. Pupils are given challenges to complete at home that are more of a practical activity and links are provided to songs and games/apps such as 'teachyourmonstertoread'. Daily story sessions are uploaded to the EY Facebook site for families to share with their child at home. Teachers can share challenges, videos and photos on tapestry to prompt children. Some paper-based packs are available for children, which focus on pencil control and some phonic games linked to their phase. Teachers give

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feedback on each post sent by parents, often a praise comment or question to further probe the learning. For any families that are unable to access the Tapestry app teachers will make contact to support the family.

Analysis and Support Levels

Leaders in school have designed and utilised an online analysis / tracking tool to monitor pupil engagement during remote learning. The online excel sheet is accessible by all members of staff in school and is updated regularly to ensure that pupils are completing the work set online. (See screenshot below)

Leaders and staff in school use the analysis tool to determine areas for improvement in specific subjects, classes and year groups as well as identifying pupils that require additional support. A support plan is being implemented in school to ensure all pupils are able to access learning remotely (See plan below)

Curriculum Contingency Support Levels

