



# St Francis of Assisi Catholic Primary School

## Lockdown Contingency Plan

### Overview

#### **Why Do We Need This Plan?** Possible school or class bubble closures will again result in pupils being educated remotely. As a result:

- There would be a negative impact on attainment & progress, as well as mental health & wellbeing, if a clear strategy is not put in place.
- The previous closure highlighted unequal access to, & engagement in, remote learning due to: insufficient time for schools to prepare; home ICT issues (including lack of, access to, and expertise in using ICT); a lack of parental expertise or engagement in set learning activities; a lack of embedded learning behaviours in pupils; variable staff confidence & expertise in planning & delivering remote learning. A plan is needed to address and offer a solution to these previous barriers to learning.
- Teachers, parents & pupils need to have clear guidance & training around remote learning in preparation for future closures.
- There is a need for expectations around how to balance well-being with teaching and learning expectations for pupils, parents & staff.

#### **What Are We Putting In Place?**

- Realistic planning, teaching, assessment and feedback guidelines (see 'Practical Guide')
- Clear expectations around structure & content of, and participation in, home learning and worship. This will include a balance of on- and offline teaching and learning, and a range of techniques for formative assessment and feedback. (see 'Practical Guide')
- Opportunities to identify essential subject knowledge in a slimmed-down curriculum, and to plan appropriate ways to deliver key objectives.
- Teacher's understanding, selecting and using the most appropriate pedagogical & practical digital approaches.
- Useful 'How To...' recordings by teachers for pupils and parents around accessing on-line learning. Eg 'How to Use Zoom'.
- Class data-bases identifying which pupils and parents would struggle to access on-line learning, and why.
- Access to computers for pupils most in need, with Y6 a priority.
- Prioritise opportunities for pupils to prepare for future closures by practising accessing both online & offline learning.
- Planned sessions for pupils to revisit learning behaviours, such as 'stuckness', resilience and learning expectations

#### **How Are We Putting These In Place?**

- CPD for staff: pedagogy of remote learning, assessment and feedback; using technology; identifying essential curriculum key objectives; planning.
- Subject Leadership monitoring to identify cross-year essential key objectives and gaps from 2019-2020.
- Planning tutoring and booster sessions to close learning gaps.
- Surveying pupils, parents & staff about successes and challenges of previous lockdown to inform proactive planning.
- Delivering closure preparation sessions (learning behaviours, accessing and completing tasks, responding to feedback.)
- Ensuring that as many pupils as possible have access to, and school experience in using, digital devices & that those without are identified and provided with alternative resources.
- Preparation of a 'Practical Guide to Home Learning', outlining provision and expectations.
- Ensuring that resources are easily available on different devices in a range of formats (eg. pdf not Word)
- Planning for weekly parent Zoom closure drop-ins to address problems & answer queries (minimising daily e-mails to staff)

#### **How Will We Know If Our Plan Is Working Well?**

- Teachers will confidently use Zoom, Loom and Google Drive to help deliver effective remote teaching & learning.
- Teacher plans for home learning will be based on identified essential key objectives.
- Ongoing monitoring & feedback will ensure gaps in learning will be minimised and pupils will make measurable progress.
- All pupils will be able to access learning from home in a range of formats and will know expectations around completing it.
- Parents will understand procedures for how teachers set and deliver work and they will be able to help their children access and complete tasks. They will use the measures put in place by teachers to support them and address difficulties.
- Feedback on well-being around setting & completing home learning will be positive for pupils, parents and staff.
- Senior Leaders will continuously monitor Remote Learning provision across the school using a Quality Assurance checklist, through regular dialogue with teachers and through e-surveys to staff and parents.

#### **What Will The Outcomes Be?**

- All pupils, including Disadvantaged, will access and complete daily home learning, resulting in sustained and measurable progress.
- Positive well-being for pupils, parents and staff will be evidenced through e-QA.
- Teachers will have sufficient evidence from pupils' work and engagement to be able to make accurate assessments of attainment and progress.
- There will be an enhanced ability by pupils, parents and staff to successfully access and use online learning systems.
- Pupils will demonstrate an increased autonomous learning, in line with the St Francis Teaching & Learning pedagogical model.



# St Francis of Assisi Catholic Primary School

## Closure Contingency Plan Practical Guide to Home Learning

### Guidance for Teachers:

#### **Statement of Intent:**

We aim to offer school places to as many children as can be safely accommodated in line with our Risk Assessment, whilst providing high quality, teacher-led home learning which closely aligns to that which is being done in school.

#### **Expectations for Learning**

When planning remote learning, consideration should be given to our aim that:

- Remote learning should be aligned to the classroom curriculum as far as possible.
- Home tasks should be set to practise and consolidate previous learning but, during longer periods of closure, new learning should be sequentially planned and delivered.
- When new learning is introduced, using modelling and steps-to-success, teachers should be mindful that some children may not be accessing learning at home and gaps may appear. Access to, and completion of, set tasks will need to be monitored closely.
- The differing abilities of children within the class need to be considered.
- A healthy balance needs to be maintained between digital and pen and paper tasks.

#### **Expectations for Planning Learning**

- Prior to possible future closure, school CPL will be given over to planning remote teaching and learning through digital training in using Loom, Zoom and Google Drive.
- In the event of a school closure, teachers will have two days to prepare and upload work onto Google Drive for families to access. This acknowledges the fact that teachers are presently planning, delivering and assessing current learning in school as well as fulfilling CPL around remote learning during directed time. Therefore, for wellbeing purposes, designated time for planning remote learning needs to be ring-fenced.
- Teachers will upload a bank of resources for immediate use in the first two days of any closure, before Daily Planning Tasks are available.
- Teachers must be mindful of the amount of work set – Lockdown and parent surveys have highlighted the fact that many parents and children felt overwhelmed with the amount of work offered, and confused about the requirements around completing it.
- If teachers are setting work for printing out at home, they must be mindful of the cost implications of colour images and fonts.
- Teachers will plan according to the principles set out in the school's pedagogical model, and draw from strategies outlined in St Francis Teaching Backwards Approach, namely: that planned learning is sequenced and 'chunked' and that Learning Intentions are explicit; that pupils will be given regular opportunities to work autonomously; that planning will identify marking or feedback strategies, such as rubrics, checklists, POP (Proof of Progress) quizzes etc to aid assessment.
- There is a focus on the most important knowledge or concepts.
- Flipped learning can be effective; for example, new learning introduced asynchronously (pre-recorded) and then formative assessment or feedback done live.
- If worksheets are being used, they must fit into the sequence of learning and explanations should be clear with no distracting graphics and text.

#### **Planning – Google Drive**

On Google Drive, there is a 'Home Learning' folder which parents will be given access to. Planning for each year group can be found in the relevant folder. In the 'Shared with Me/St Francis/Corona School Closure/Closure 2021/Remote Learning Planning' folder, weekly plans should also be stored in appropriate Year group folders.

## Planning – ‘How To...’ Videos

In each Year Group folder on Google Drive, there is a sub-folder called ‘**How to...**’ This contains individual files of teacher-led Looms - for example, ‘How to...use Bug Club. The videos take a step-by-step approach to accessing the resources which teachers expect children to use.

## Planning – Timetables

In both the ‘Home Learning’ (accessible to parents) and the Remote Learning Planning Google Folders, teachers will upload their suggested **Timetables**. This is designed to help parents structure learning tasks for the day. Each day, there should be a set task for Prayer or reflection, English (or Phonics), Maths, a physical task and a Topic task (Topic tasks may include RE, Art, Science, MFL or Class Topic). Across the week, there should be a balance of these Topic tasks. Teachers will be mindful of any special needs in the class when setting work, providing scaffolding or adapted tasks when necessary. There should be a balance of live and recorded content, lessons from other platforms, such as ‘Times Table Rock-stars’, and non-digital learning.

A **Timetable** may look like this:

Mon	Tues	Wed	Thurs	Fri
Welcome to the Week & Prayer (Loom)	Prayer (Loom)	Prayer (Loom)	Prayer (Loom)	Prayer (Loom)
Phonics	Phonics	Phonics	Phonics	Phonics
Maths	Maths	Maths	Maths	Maths
PE Activity	PE Activity	PE Activity	PE Activity	PE Activity
Topic	Topic	Topic	Topic	Story & Catch-up (Loom)

Daily routines should be established and maintained in order to aid planning and to encourage engagement and learning.

## Planning – Daily Tasks

Within the Google Drive ‘Home Learning’ folder, there will be Year group sub-folders, into which resources for parents will be put. There should be a mixture of digital and pen and paper tasks. There may be links to Looms and Zooms. Tasks might include retrieval activities or creating topic knowledge organisers or fact cards.

There should be a weekly mixture of a recorded lesson (Loom), a ‘live’ lesson (Zoom) possibly with breakout groups if age-appropriate. Live Zooms with children must be recorded, both for Safeguarding purposes and so that anyone who misses it can be sent a link to watch later.

There may well be additional links to appropriate Oak Academy/BBC Bitesize etc. lessons.

## Planning on the Web-Site

Planning uploaded onto Google Drive will also be placed on the website as an additional point of access for parents.

## Assessment and Feedback

When planning, teachers will need to:

- Be aware that, during remote learning, chosen methods of feedback, retrieval practice and assessment are more important than normal.
- Ensure that the majority of work completed by children can be monitored and viewed by teachers, whether that be by pupils posting completed work or by teachers viewing online participation and results (for example, on MyMaths).
- Set work that will enable them to gain a further insight into the particular emerging strengths and gaps of pupils, so as to aid teacher assessment judgements and inform future planning.
- Think about how they can give reasonable and proportionate feedback to pupils and/or parents about completed work, being mindful of workload and well-being.

## **Keeping in Contact**

- There will need to be daily checks by class teachers to monitor pupil engagement with learning.
- Safeguarding protocols are understood and followed by all; if concerns arise, they must be logged onto CPOMs and the DSL alerted.
- Teachers will contact parents by email or phone if more than 3 days pass without work being posted by a pupil, so that any issues can be addressed quickly.
- Teachers will need to make clear to parents how they will be checking and responding to work that is set.
- For workload management and wellbeing reasons, parents will only be able to contact teachers by email between 9am and 3:30 pm each day of closure. Parents will be informed of this in the 'Closure Procedure and Remote Learning' letter and be advised that teachers will endeavour to reply to emails within 24 hours. For general enquiries and assistance, the following points of contact are:

Technical issues: Miss Mallett [rmallett7nr9@nsix.org.uk](mailto:rmallett7nr9@nsix.org.uk)

SEND support: Rachel Bowen [senco@st-francisofassisi.norfolk.co.uk](mailto:senco@st-francisofassisi.norfolk.co.uk)

Pupil Wellbeing: Ali Wakefield [awakefield42ru@nsix.org.uk](mailto:awakefield42ru@nsix.org.uk)

**Whilst Risk Assessment procedures remain in place, Parents' Evenings will take place by Zoom, following consultation and feedback from parents. For parents unable to access Zoom, telephone consultations will be arranged.**



# St Francis of Assisi Catholic Primary School

## Closure Contingency Plan Practical Guide to Home Learning

### Q&A Guidance for Parents:

#### **Statement of Intent:**

We aim to offer school places to as many children as can be safely accommodated in line with our Risk Assessment, whilst providing high quality, teacher-led home learning which closely aligns to that which is being done in school.

#### **When will the school provide home learning for my child?**

Home learning will be provided for your child if:

- They have had a positive COVID-19 test result and must stay at home for at least 10 days.
- Your child is self-isolating at home following a positive COVID-19 test in your household.
- Your child is self-isolating at home following an identification through the Track & Trace programme as being someone who has come into contact with an infected person.
- Your child has been sent home by the school, following a COVID-19 outbreak in school and advice from the Department of Health and Social Care.
- The school has been asked to close as part of a Government local or national lockdown.
- The school is partially or fully closed following a Risk Assessment around safe staffing levels.

#### **What work will school provide for my child if they are working at home?**

If your child is self-isolating at home when their class-mates are in school, teachers will provide work which is the same or similar to work being done in class.

In the case of the whole class, year group or school being asked to work from home, teachers will be given 48 hours to plan a schedule of work taking into account where pupils were in their school learning at the point of closure. During this 48 hour planning period, general learning activities will be sent out by teachers.

In the event of a national lockdown and closure of schools, teachers will provide daily remote learning, following the school's own guidelines which will follow our Multi-Academy Trust's and the Department of Education's guidance.

There will be a mixture of online learning and pen and paper tasks. There will be a mixture of 'live' and recorded lessons – some of these will be delivered by your child's teacher, and some through learning platforms such as Oak Academy.

Each day, there will be a timetable of learning; this is because it is helpful to children to maintain a daily routine when learning at home. Each day there will be a welcoming prayer and/or reflection; a maths and an English or phonics task; topic work (art, science, history or Geography based) and some suggestions for physical activity.

#### **How will work be provided?**

For most children, timetables and daily learning tasks will be uploaded onto Google Drive, in Year group folders, under the heading 'Home Learning'. Parents will be given the links to these folders at the point when this becomes necessary. Children will be able to access live and recorded lessons through using Zoom and Loom links within the daily learning plans.

#### **What if we do not have a computer at home?**

You will need to let your class teacher know if you do not have access to a computer at home, so alternative arrangements can be made. If children at home are sharing a computer, any live Zoom lessons should be prioritised, although these will also be recorded so anyone who misses them can catch up later. We will endeavour to prioritise access to technology for those most in need, through DfE allocations and from the school budget.

#### **How much work will be provided?**

We are mindful of parent and pupil wellbeing and believe that a healthy balance needs to be maintained between purposeful and well-planned learning and less structured activities.

The recommended provision of daily remote learning (DfE Guidance January 2021) is as follows:

EYFS: There are currently no minimum expectations.

KS1 (Year 1 & 2): 3 hours a day, with less for the younger children.

KS2 (Years 3, 4, 5 & 6): 4 hours

Teachers will provide at least this minimum amount, although significantly more is planned for and is available for children to access each day. As both home and school learning provision is identical during the school closure period, lessons and activities from 9am to 3pm are available to access on the Year group Google Drive links.

### **What will happen if they get stuck?**

This term, children have been reminded about which strategies to use to help them if they get stuck. They have been encouraged to look back in their learning to see if they have ever done anything similar before and to talk through possible solutions with adults. Teachers are preparing 'How To...' recordings on Loom which will be in the Year Group Google Drive files so children and parents can be reminded about how to do expected activities. Children and/or parents are also encouraged to email their teachers if difficulties arise.

### **What if my child has special needs?**

Teachers will scaffold or set differentiated work for home learning, as they would in class. If you have any concerns about this, please contact your child's class teacher in the first instance, or Mrs Bowen, our SENCo.

### **Will I be able to contact teachers for help?**

Your child's class teacher will be able to be contacted by email between 9am and 3:30pm each working day, unless you have been otherwise notified by them. They will be able to answer queries and questions around work content.

For other issues, please contact the people listed below:

Technical issues: Miss Mallett [rmallett7nr9@nsix.org.uk](mailto:rmallett7nr9@nsix.org.uk)

SEND support: Rachel Bowen [senco@st-francisofassisi.norfolk.sch.uk](mailto:senco@st-francisofassisi.norfolk.sch.uk)

Pupil Wellbeing: Ali Wakefield [awakefield42ru@nsix.org.uk](mailto:awakefield42ru@nsix.org.uk)

COVID-19 & closure issues: [office@st-francisofassisi.norfolk.sch.uk](mailto:office@st-francisofassisi.norfolk.sch.uk)

Attendance and absences: [reception@st-francisofassisi.norfolk.sch.uk](mailto:reception@st-francisofassisi.norfolk.sch.uk)

### **How will teachers check that learning is happening at home?**

Just like in the last lockdown, teachers have been asked to put together weekly reports of which children are completing learning tasks at home. Any child who is seen not to have engaged in learning for three days will be contacted by teachers or school leaders so that we can quickly find out if there are any problems we can help with. Unlike the first school closure period, work in school and work at home is now the same and so **it is very important** that Maths and Phonics/Literacy tasks in particular are completed each day or else gaps in learning will begin to appear. If you find the set work too much, please contact your class teacher so they can advise you as to which bits are the most important to complete.

### **What can I do to best support my child's learning?**

The most important thing you can do as parents, is to help your child access their daily work and to encourage them to complete it. We are **strongly advising** you to follow the learning planned and set by your class teacher rather than do something of your own. Your class teacher knows what your child needs to learn and exactly how they need to learn it. Many methods and approaches are different now to how they were when we were at school and so it is important that you follow the prepared lessons and tasks.

We would also like you to stay in contact with the school and to promptly answer any phone-calls or emails addressed to you.