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 or national 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. A record of work completed by each child will be recorded centrally and updated weekly by teachers and teaching assistants. Pupils in KS1 are being set tasks in line with curriculum intent for at least 3 hours per day; children in KS2 are being assigned work in line with curriculum intent for at least 4 hours per day.

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.

Support for families

There is an agreed protocol to identify families that may be struggling to complete or access the remote learning. The diagram in appendix 1. shows the support that the school will offer to encourage all families to engage.

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	English KS1:	English task assigned daily, in line with the current intent through Seesaw platform. Activities to include videos on grammar, sentence construction practise, work based around a text, short comprehensions (Pixl based)	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, Pobble resources, Pixl resources, Learn By Question for year 3-6 (LBQ).	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 and www.phonicsplay.co.uk	Tricky words for current phase Caption reading and writing
	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, when necessary. Maths activities should consist of 2 lessons of arithmetic and 3 lessons of curriculum intent for that half term.	Home learning packs with a 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. Pixl therapies LBQ – Year 3-6 Maths activities should consist of 2 lessons of arithmetic and 3 lessons of curriculum intent for that half term.	Home learning packs with a 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: History or Geography depending on the current unit planned for that half term. Science through the use of Pixl andTwinkl. PE (SC Coaches and Joe Wicks) Music (Charanga) RE tasks set weekly inline with intent Times tables (Pixl App/TT rockstars) PSHE activity Story read aloud by class teacher.	Knowledge organisers – self test Spellings Handwriting Mindfulness activity cards Bible stories related to RE unit. End of unit assessments for science for previous unit. (Y1 – Science vocabulary cards)
	KS2:	Seesaw tasks to include: History or Geography depending on current unit planned for that half term. Science through the use of Pixl andTwinkl. PE (SC Coaches and Joe Wicks) Music (Charanga) RE tasks set weekly inline with intent) Mfl Times tables (Pixl App/TT Rockstars)	Knowledge organisers – self test Spellings Handwriting End of unit assessments for science for previous units taught.

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

Scenario 2	Online	Offline
Daily	Classwork for English and Maths assigned on Seesaw following current intent. LBQ set for Maths, English and Science	Home learning packs with range of activities linked to year group core skills
Weekly	Teacher to upload classwork for: Topic Science RE 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.

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 including Xbox and PlayStation to support pupils with accessibility. Where families have difficulty with limited data the school has offered Sim cards from the Dfe scheme for temporary data increases. If support is needed with online access families can contact the school via email office@st-maxentiius.bolton.sch.uk or phone the school office 01204 333106.
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.

Feedback:
Teachers 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. 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.

Teaching Assistants:
Teaching assistants will be on a rota to work in the school building with the children who are vulnerable or children of key workers. When not in school, teaching assistants will work alongside the class teacher to respond to work completed on seesaw. Training for teaching assistants has been given so they respond to work completed with comments that relate to the curriculum intent. Teaching assistants may also be asked to complete tasks by the class teacher for specific groups of pupils, for example, setting work on seesaw for children who have speech and language support in school. Teaching assistants will support teachers to complete the spreadsheet recording the number of children interacting with online learning each day.

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.

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 schools Facebook site for families to share with their child at home. Teachers can share challenges, videos and photos on Tapestry to prompt children. There are also paper-based packs are available for children, which focus on pencil control and some phonic games linked to their phase, activities include letter formation practice, number formation, activities linked to current topic and activities to support pupil's phonics ability. Teachers give 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.

Worship:

Daily worship sessions will continue to take place for those learners in school and children who are working remotely at home. Daily worship sessions will happen as follows:

- Monday - KS1/KS2 teachers are on a rota and will record or share resources for worship sessions which will be shared on seesaw and to children in school.
- Tuesday - Mrs Bennett will record a worship session to share on seesaw and to children in school.
- Wednesday - KS1/KS2 teachers are on a rota and will record or share resources for worship sessions which will be shared on seesaw and to children in school. Some weeks there will be clergy worship instead provided by Rev. Ian Smart or Canon Chris.
- Thursday - Mr McKean will record a worship session to share on seesaw and with the children in school.
- Friday - Celebration assembly - teachers will give certificates to children on seesaw and in school.

Appendix 1.

St Maxentius C.E. Primary School
Bolton & Farnworth C of E Primary Multi Academy Trust

Curriculum Contingency Support Levels

The Bolton & Farnworth C of E Primary Multi Academy Trust
Together With God

Level 1
Daily access and submission of work at the standard expected.

Marking and feedback in line with policy in the contingency plan.

Level 2
Regular access, some work submitted not in line with the standard expected.

Class teacher text/email reminder
Help video to support with submission.

Level 3
Sporadic access and no submission of work

Class teacher phone call
Help video to support with submission.
Record on CPOMs

Level 4
No access or refusal

Headteacher phone call
Device query.
Record on CPOMs
Formal letter sent.