



## Remote Learning Provision



This guidance complies with the expectations set out in the DfE document [Guidance for Restricting attendance during the national lockdown: schools, January 2021](#).

If a child is well enough to access their learning, then we have a duty of care to provide this learning for them. All children have the right to learn, whether it be remotely or in school. As a school, we do not want the gap to get any wider and we do not want any child to be at a disadvantage because they are following government guidance and protecting others in their community.

### Online platforms used

We use Purple Mash as our main online platform. All children and staff have log in details to access Purple Mash. Staff can upload PowerPoints and additional documents into the work folder section for the children to access. A daily PowerPoint will be uploaded for the child/children to access. It will use the same format as used in school to offer the familiarity and routine that the children need, with a timetable explaining the learning for the day. Voice notes and /or videos will be available throughout the PowerPoint to explain any new learning concepts, or simply explain how to complete the task. This offers children the familiarity and connectivity from their class teacher. The tasks set by the class teacher are accessible to all children: 'low threshold, high ceiling' and optional challenges are also set to ensure all children's needs are being met. The learning we offer remotely is in line with our teaching, learning and assessment policy, and where applicable we continue implement the [Principles of Instruction](#). Within the PowerPoint, links to other online learning resources such as Oak Academy, White Rose Premium videos, BBC Bitesize etc., will be used.

Oak Academy and White Rose are both recommended by the DfE. The Oak Academy lessons are in-line with our teaching ethos: they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. White Rose Maths resources are matched to our current Mathematics curriculum. By continuing to use these resources to support remote learning, it offers seamless continuation of the learning they would be doing at school.

Children in EY - Y2 have log in details for NumBots and children in KS2 have log in details for TT Rockstars. These are used to support the acquisition and retention of basic core skills in Mathematics.

Lexia log in details are provided for particular children to help improve their core skills in reading. Access to this is set up by the SENCO and children are given personalised log in details.





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### Catholic Life

We start our week with a pre-recorded Monday Gospel assembly, we celebrate whole school liturgy on a Thursday and Gifts from God assembly on a Friday via Zoom. These events take place via Zoom and are optional for children to attend. Invite details are sent out prior via Parent Mail and security provision is in place to ensure the zoom session is secure.

The morning zoom session is begun with our morning prayer and the afternoon story zoom session ends with our end of day prayer. As part of our remote learning plan, each class will be expected to complete 1 RE learning activity a week.

### Broad and ambitious curriculum

At Holy Cross Catholic Primary School, we have designed our curriculum with pupils' learning at the centre, with the aim of ensuring that all children make progress. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Children in EYFS are expected to complete 1 hour of remote learning, chunked into 10-15 minute sessions. Each day, children in EYFS will be expected to complete a phonics activity, writing activity, reading activity, maths activity and an activity linked to the other areas of learning- PSE, EAD, CLL, PD and/or R.E.

Children in Y1 and Y2 are expected to complete 3 hours of remote learning and children in KS2 are expected to complete a 4 hours of remote learning. Each day, the teacher will set a SODA activity, Guided Reading activity, English activity, Maths activity and an R.E or Foundation Subject activity (Geography, History, P.E, MFL, Music, Art and D.T). The learning activities set will build on previous learning and be accessible to all children through the use of different independent activities and/or optional challenges set. A variety of learning activities are set to keep children engaged and motivated with their learning; whilst also attempting to reduce screen time.

On Monday, Tuesday and Wednesday afternoons, each class is invited to attend a live zoom story session. This is led by the class teacher or teaching assistant. As a school, we aim for all pupils to become fluent and confident readers and to develop an appreciation and love of reading whilst gaining knowledge across the curriculum, whether remotely or in school. Every child received a remote learning pack with an exercise book, core skills work and 3 reading books suited to their reading ability.

### Feedback and assessment

Children are encouraged to upload evidence of the work completed daily onto their work folder on Purple Mash e.g. a video, photo of their distance learning book, word document etc. The class teacher and teaching assistant will be checking work uploaded throughout the day and leave feedback in the comments section. Children will be alerted when they have received feedback the next time they log into their account.





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Once the class returns to school after lockdown, the class teacher will plan an 'embedding day' for their first day back. During this embedding day, the teacher will recap over the remote learning set to assess any misconceptions or any gaps in children's knowledge have appeared.

### **Provision for children with SEN and/or specific needs**

Conversations will be had between the class teacher, Vice Principal and Inclusion lead about additional strategies that could be put in place to support children with specific needs who are remote learning. Where appropriate, outside agencies will be liaised with and parents will be signposted to them for further support. Adaptions will be to planning and accessibility of learning for children who need it. These adaptions will be shared with parents to ensure it works for all involved.

### **Communication**

In the event of a lockdown, the class will be offered one live zoom morning session with the class teacher each day. During this zoom session, children will have the opportunity to ask questions about their learning or further explanation if needed. Children and parents can communicate through the use of the 'upload' section on Purple Mash. Additionally, all parents are asked to e-mail [enquiry@holycross-sch.net](mailto:enquiry@holycross-sch.net) for any queries related to technical difficulties and/or their child's learning. Parents are also encouraged to use twitter to engage and connect with the school community. Parent Mail is used to send out invites to the zoom sessions offered each day. The morning zoom session held by the class teacher is recorded and uploaded onto YouTube. The link to the YouTube video is sent out via ParentMail for children to watch again or to watch if they couldn't attend the zoom session. School devices are offered to our families for them to lend during lockdown to ensure all children are able to access remote learning. Wellbeing calls and catch-up calls are made by the class teacher or teaching assistant to ensure families feel supported and can be signposted appropriately.

### **Safeguarding and Wellbeing**

During lockdown, a virtual register will be set up on the Google Drive and shared with the class teacher, teaching assistant, SLT and the office assistant. During the morning Zoom session, the register will be taken. If a reason for a child not attending the zoom session hasn't been given and they haven't logged onto Purple Mash, then a wellbeing call will be made by the class teacher and/or teaching assistant. Any wellbeing calls made will be noted on the virtual register. Pupils with safeguarding vulnerabilities will be monitored closely and wellbeing calls will be made by a DSL when needed. If engagement does not improve after wellbeing calls have been made, then a home visit will be arranged by a DSL and another member of staff. This would be recorded on CPOMS and the school safeguarding policy would be followed.

