

St Mabyn Cof E Primary School



ST. MABYN C of E SCHOOL

Contingency plans for Remote
learning

September 2020

In the unlikely event that St. Mabyn School will close due to Covid-19, this contingency plan has been devised through consultation with staff, children and parents and using the government guidance specifically section 5 and will be shared with Children, parents, staff and SMC.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

See also

<https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers>

It should be recognised that provision needs to be flexible to work with parents who may need to be working from home to provide childcare for possibly several children and staff who may also be working around young children. The focus of remote learning has now moved from wellbeing to more of fulfilling curriculum age expectations. Our class teachers will need to work with our parents to share the expectations to ensure full engagement. Learning will need to be uploaded daily and where there are difficulties in doing this, class teachers will need to make contact with parents if necessary. However, the lessons learnt from lockdown show that contact can't always be guaranteed especially where Wi-Fi connections are poor or there are poor mobile signals.

Consideration for Key workers

This will depend on the nature of the school closure whether the closure is local to St Mabyn or County wide in Cornwall. We will endeavour to give as much notice as possible if school is closed.

Individual Children

Children who are unwell and sent home are not expected to do home learning until they feel well enough or are well enough to return to school following our school policies.

It has now become part of the legislative framework that children who are sent home with suspected Covid-19 and have to self-isolate for 10 days will be expected to complete home learning when their symptoms improve and parents will need to contact class teachers at the appropriate time.

Government Expectations

Remote education support

“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Children's Expectations

- Children expect daily contact with their teacher i.e. videos comments posted on Class dojo
- Challenges that are fun to complete
- Work matched to their ability and needs
- Daily instructions and contact through Class dojo
- Dojos to be awarded and when 20, 50 100 dojos reached special mentions on class stories.
- Celebration Collective worship to be videoed.

Parent's Expectations taken from Parent survey

- Home learning following school curriculum
- Zoom style lessons to keep children motivated and engaged
- Seeing and hearing the teachers more as encouragement
- Clear lines of communication between the teacher with areas for parents to support their child/ren's learning
- As much notice as possible and an idea of daily routines
- That a syllabus has been developed to support ongoing learning.
- Parents should not be directed to sites that require payments for resources.

Staff/School Expectations

- Class teachers will contact all parents once a week by phone.
- Deputy Designated Safeguarding Lead to contact parents where there are concerns around child safety at least once a week.
- Mrs Howells and Mrs Thomas to contact parents where children are identified for TIS work once a week.
- Teachers to set a weekly project following Gov. expectations of sequencing and progression following as near as possible our usual curriculum and

provide HoS with a brief weekly outline of planning for core subjects of Maths reading and writing. There may be flexibility around the foundation subject content e.g PE Art Music as there needs to be recognition of support from home and resource availability.

- **Maths** daily activity white rose video and worksheet and problem solving and printed worksheets will be delivered where online resources are limited.
- **English writing** daily linked to a genre to include spelling, punctuation, and sentence level work. Blue writing book sent home where online resources are limited
- **Reading** daily to include phonics RWinc activities.
- Class teachers to video themselves reading a class reader.
- **Foundation subjects** to be planned for each day following our curriculum where possible.
- Parents can be directed to Oak Academy if it fits within our curriculum
- Teachers to check in with pupils am and pm, give feedback on work for improvements-
- Use Class Dojo, Book Creator, Sumdog, Spag.com and Google Classroom to set work.
- Not all work to be computer based. Children will be sent home with a pack of resources to include a blue lined writing book and a yellow squared maths book.
- Children to use exercise books with the same expectations as school for presentation and handwriting.
- Children need to know their passwords for Sumdog, Book Creator and Google Classroom and Spag.com.
- By contacting the school, parents can arrange to borrow a school chrome book by agreeing to the Trust's ICT terms and conditions and by signing a loan agreement.
- Parents to support and provide space for children to complete their daily tasks and inform school if there are any concerns so school and parents can work together.
- Parents to liaise with teachers by phone so teachers can fulfil their roles effectively.
- Parents to communicate with teachers if there are any problems or work set is too difficult so that work can be adjusted.
- Parents will not be expected to pay or sign up for websites that require payments.
- Teachers will set quiet times on Class Dojo which indicate they are not available to answer messages usually between 6pm and 8.00am.

SEND

- We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. Class teachers with the support of our SENDCo Jemma Shields and Head of School will work with families to support the delivery of learning pitched to the needs of the child, helping to move children forward with any specific targets set for them. The Head of School and SENDCo will also liaise with external agencies to obtain more specialised support if required.

Email contact for SENDCo: jemma.shields@celticcross.education

Plan

One weekly sheet with links for daily activities will be shared with parents via Class Dojo, this has worked well during lockdown and teachers will post written comments, videos and audios.

Teachers will plan a weekly series of lessons for core subjects linked to the current theme of the curriculum in a progressive sequence following Government guidance: Teachers may need to use 'google classroom' drives as a method to deliver any bespoke work sheets or tutorials so it is really important KS2 children know all their passwords. Please see below the plan for the curriculum 2020-2021 for each class.

Marking of remote learning should include comments to improve and take learning further rather than just be encouraging and children will be encouraged to correct and make changes where necessary.

A timetable of suggested home learning to reflect the timetable in school

	9.00-9.30	9.30-10.30	11-00-12.00	1.00-2.00	Reading
Monday	Physical activity	Maths	Writing: spelling	Foundation subjects	Reading
Tuesday	Physical activity	Maths	Writing: Grammar	Foundation subjects	Reading
Wednesday	Physical activity	Maths	Writing: text	Foundation subjects	Reading
Thursday	Physical activity	Maths	Writing: text	Foundation subjects	Reading
Friday	Physical activity	Maths	Writing: text	Foundation subjects	Reading

Class 1 EYFS/KS1 Long Term Plan – 2020/2021

Subject	Autumn 1 Covid-19 recovery 7 weeks	Autumn 2 Celebrations 7 weeks	Spring Travel 6 weeks	5	Summer Sea side 6 weeks	7
Possible trips	None		Airport		Beach	
Big question	What is a hero?	Why do we have celebrations?	What is your favourite type of transport and why?		How do we keep safe at the beach?	
Literacy Ideas of key texts / stories.	Assessment of children post lockdown Mary Seacole Autumn Hibernation	Christmas story Bonfire night Poppy Day	Whatever next? Easter story The journey Letter to Father Christmas - letter writing First moon landing		Lighthouse Keepers Lunch Sally and the limpet Sharing a shell Seaside poems - acrostic and shape poems The fish who could wish What the ladybird heard at the seaside Beach safety - posters	
Spelling	First 100 HFW's Tricky words phase 3/4/5 Spellings in line with phonic phase First 100 HFW's Tricky words phase 3/4/5 Spellings in line with phonic phase	First 100 HFW's Tricky words phase 3/4/5 Spellings in line with phonic phase Suffixes - s/es Prefix – un First 100 HFW's Tricky words phase 5 Spellings in line with phonic phase Days and months Numbers up to 50 Suffixes just adding the suffix	First 100 HFW's Tricky words phase 3/4/5 Spellings in line with phonic phase Suffixes - s/es Prefix – un Spelling 200 HFW Numbers up to 100 Suffix rules dropping the e Doubling the consonant Days and months Tricky words phase 5 Spellings in line with phonic phase		First 100 HFW's Tricky words phase 3/4/5 Spellings in line with phonic phase Suffixes - s/es Prefix – un Spelling 200 HFW Using all the suffix rules Days and months Spellings in line with phonic phase	
Maths	Assessment of children post lockdown Place value (within 10) Addition and subtraction (within 10)	Addition and subtraction (within 10) Geometry - shape Number place value (within 20)	Addition and subtraction (within 20) Place value (within 50)	Place value (within 50) Measurement - length and height Measurement - weight and volume	Multiplication and division Fractions Geometry - position and direction	Place value (within 100) Measurement - money Measurement - time
	Assessment of children Place value (within 50) Addition and subtraction Measurement (money) Multiplication and division	Addition and subtraction Measurement (money) Multiplication and division	Multiplication and division Statistics	Geometry - properties of a shape Fractions	Measurement - length and height Measurement - position and direction Consolidation and problem solving	Measurement - time Measurement - mass, capacity and temperature
Science	Human and animals Seasons and changes		Everyday materials (forces and motion) Seasons and change		Plants Seasonal changes	

Computing	<u>Computer science</u> I can predict the behaviour of simple programs I can create and run a program (an algorithm or multiple algorithms that can be understood by a computer) I can debug (find and fix a problem) within a simple program I understand that digital devices run programs that have been created by humans		<u>Digital literacy</u> I can describe ways in which people might make themselves look different online. I can explain some risks of communicating online safety I can explain why I should always ask a trusted adult before I share any information about myself online.		<u>Information technology</u> I can identify the major parts of digital devices (e.g. keyboard, screen, power, batteries, touchscreen) I can name my work so that others know it belongs to me.	
Design Technology Blocked with Art	Design and make a Christmas decoration - using different types of paint. Make rockets - Mix secondary colours and shades Design and make a collage - Use a variety of tools and techniques including the use of different brush sizes and types.		Look at a famous artist Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Make a piece of art work related to the artist.		Make a simple pot Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.	
History	Significant historical events, people and places in their own locality, key places (potentially key people?) Black history		Significant historical events, people and places in their own locality		History of the seaside	
Geography	Using a map – identifying UK countries, seas		UK countries and capital cities Travel around UK – forms of transport Route to Newquay airport – create own map Daily and Seasonal Weather www.Raintoday.co.uk weather in the news paper – zig zag book following weather over term		Use compass directions Directional language Looking at local area – recording human and physical features Aerial pictures of school – simple maps of local area	
Music	Singing project with CMST lead		Singing		Musical instruments	
PE	Fundamental skills Dance		Games Gymnastics		Athletics Swimming Catching and throwing skills	
PSHE Cornwall PSHE	Emergencies and getting help - brook learning People who care for us - brook learning		Healthy friendships - brook learning Healthy food and choices - brook learning		Teeth cleaning -brook learning Good and not good feelings - brook learning	
R.E (Including SMSC)	L1.10 What does it mean to belong to a faith community? Value=Love creation story	L1.1 What do Christians believe God is like? Value=Peace the Christmas Story	1.7 Who is Jewish and how do they live? Value=Trust Noah's Ark	1.7 Who is Jewish and how do they live? Value=Fellowship The Last Supper	1.2 Who do Christians say made the world? Value=Friendship The story of the paralysed man	L1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)) Value=Justice Jonah and the Whale

Class 2

Subject	Autumn 1 Covid-19 recovery 7 weeks	Autumn 2 WW1/WW2 7 weeks	Spring 1 Victorians 6 weeks	Spring 2 Inventions 5 weeks	Summer Brazil 6 weeks 7 weeks	
Possible trips	None	Military museum?			Local area walks	Eden Biomes
Big question	Why did we have lock down?	Why do we have wars?	Who was Queen Victoria and what was life like in Victorian school?	Was the Victorian era the age of invention?	Which wild animals and plants thrive in your locality?	Why should the rainforest be important to us?
Literacy Ideas of key texts / stories.	Fiction – Beauty and the Beast Non-fiction Poetry	Fiction - Grandpa's Great Escape Non-fiction – Instructions Poetry	Fiction - Street Child by Berlie Doherty Non-fiction – Newspaper Report Poetry	Fiction – Alice in Wonderland Non-fiction – Letters to Queen of Hearts Poetry	Fiction – Rio (2011) Non-fiction - Non chronological reports Poetry	Fiction – The Great Kapok Tree Non-fiction – Persuasive Writing
Spelling	Suffixes revision ('-s', '-es', '-er', '-ed', '-ing') Prefixes 'un-', 'dis-' Apostrophes for contractions Spelling Strategies Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun) Prefixes 'mis-' and 're-' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	Suffixes '-ness' and '-ful' following a Consonant Prefixes 'sub-' and 'tele-' Apostrophes for contraction Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' Suffixes –ness –less –ful –ly	Prefixes 'super-' and 'auto-' Spelling Strategies Words with the /k/ sound spelt 'ch' (Greek in origin) Homophones	Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') Suffix '-ly' with root words ending in 'le' and 'ic' Apostrophes and Contractions Rare GPCs (/ɪ/ sound)	Vowel digraphs The /ʌ/ sound spelt 'ou' Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign) Revision
Class reader	The Butterfly Lion	Grandpa's Great Escape	Street Child	Woof!	Where the Wild Things are	Children's Choice

Maths	Assessment of children post lockdown Place value Addition and subtraction	Addition and Subtraction Multiplication and division Length/Perimeter	Multiplication and Division Money Statistics Area	Length and Perimeter Fractions Fractions and Decimals	Fractions Time Decimals Money Time	Properties of Shape Mass and Capacity Statistics Position and Direction
Science	Diet Nutrition/ Healthy heart and circulation	Classification of living things	Digestion	Teeth	Parts of plants and flowering life cycles	Properties of materials states of matter and evaporation
Computing	Review skills post covid-19 lockdown Digital Literacy- health wellbeing and Lifestyle and online safety		Information technology- animation Digital literacy- cyber bullying		Computer Science- coding Information technology- podcast	
Design Technology Blocked with Art	Design and make a bag make do and mend using something to recycle		Design and Make an invention similar to Rudi Goldberg		Design and Make a carnival costume	
History	Individual lock down experience	WW1/WW2 – key events, propaganda and what we have learned as a nation	Victorians – Queen Victoria	Inventions that shaped the world.		
Geography	Map skills – capital cities around Europe. Weather/ clouds/climate		Cities within the UK – where are they? Collecting rainfall – precipitation		understand geographical similarities and differences a region in North or South America Explore the rainforest Sustainability and effect on climate	
MFL	Phonics, Greetings, Los números 1-10, ¿Qué tienes en tu estuche?, La navidad en España		Classroom language, animales, los colores, Oso Pardo, Old Macdonald		La oruga hambrienta, Days of the Week, Food, Los colores, Café	
Music	First access tuned percussion		Singing		Samba- Drumming	
Art Blocked with DT	Painting portraits Drawing-texture		Printing and collage		3D Clay pots Paper Mache head dress and Masks	
PE	Health Related fitness Multiskills		Dance Invasion games basket ball		Athletics Swimming Striking and fielding	
PSHE Cornwall PSHE	Health Everyday safety and Basic First aid Strategies to support well-being Mental health and keeping well		Living in the wider world World of work Spending and saving Relationships What makes a good friend Skills for using the internet		Summer term two groups lks2/ Relationships Internet and everyday life Respecting others UKS2 Respectful relationships Consent Health Puberty 1 and 2 Sun and water safety	
					Y6 Feelings and common anxieties when changing school Changing School	

R.E (Including SMSC)	L2.1 What do Christians learn from the Creation story? Value=Love creation story	L2.2 What is it like for someone to follow God? Value=Peace the Christmas Story	L2.9 How do festivals and worship show what matters to a Muslim? Value=Trust Noah's Ark	L2.10 How do festivals and family life show what matters to Jewish people? Value=Follows hip The Last Supper	L2.4 What kind of world did Jesus want? Value=Friends hip The story of the paralysed man	L2.12 How and why do people try to make the world a better place? (C, M/J, NR) Value=Justice Jonah and the Whale
----------------------------	--	---	---	--	--	--

Class 3 Y5/6 Long Term Plan – 2020/2021

Subject	Autumn 1 Covid-19 recovery 7 weeks	Autumn 2 WW1/WW2 7 weeks	Spring 1 Victorians 6 weeks	Spring 2 Inventions 5 weeks	Summer Brazil	
					6 weeks	7 weeks
Possible trips	None	Military museum?			Local area walks/beach	Eden Biomes
Big question	Why did we have lock down?	Why do we have wars?	Who was Queen Victoria and what was life like in Victorian school?	Was the Victorian era the age of invention?	Which wild animals and plants thrive in your locality?	Why should the rainforest be important to us?
Literacy Ideas of key texts / stories.	Poetry- Parts of speech Revision of basic punctuation , Spelling Grammar terminology Assessment of children post lockdown Pi Corbett man in search of his luck	Descriptive writing Diary of a soldier Persuasive text-should we have wars? War poetry	Around the world in 80 days writing-wanted posters/ new chapter Biography of Queen Victoria Dairy of a school child.	Shirt machine (fictional) instructional writing for an invention Newspaper report of new invention	Research and note taking Non chronological report about brazil	Post cards from Brazil Letters to MPs and Local council re environment and sustainability. Make a leaflet advertising a local tourist attraction
Spelling	ious tious cial tial ant ance ancy ent ence ency	Able ably ible ibly fer <u>ate, ify, ity, en, ise, ness</u> Hypens I before e ough Silent letters	Ce nouns se verbs homophone s que K sound is ch	s sound is sc ay is eigh ey ei sh is ch c instead of s double letters	Prefixes <u>auto - bi - trans - tele - circ - auto - bi - trans - tele - circ - ln, im, ir, il, sus, pro - ln, im, ir, il, sus, pro</u>	Homophones Common mispelt words
Class reader	Camel trail Pearl Davey Local story	Michael Morporgo Private peaceful	Around the world in 80 days	Oranges in no-mans land Elizabeth Laird	The explorer Katherine Rundell	The day the crayons came home
Maths	Assessment of children post lockdown Place value Addition and subtraction	Multiplication and division Fractions Geometry/position and direction	Decimals Percentages Algebra Converting units measures	Perimeter area and volume Ratio statistics	Geometry-properties of shape SATS prep and consolidation	Transitions And investigations

Science	Diet Nutrition/ Healthy heart and circulation	Classification of living things	Digestion	Teeth	Parts of plants and flowering life cycles	Properties of materials states of matter and evaporation
Computing	Review skills post covid-19 lockdown Digital Literacy- health wellbeing and Lifestyle and online safety		Information technology- animation Digital literacy- cyber bullying		Computer Science- coding Information technology- podcast	
Design Technology Blocked with Art	Design and make a bag make do and mend using something to recycle		Design and Make an invention similar to Rudi Goldberg		Design and Make a carnival costume	
History	Individual lock down experience	WW1/WW2 – key events, propaganda and what we have learned as a nation	Victorians – Queen Victoria	Inventions that shaped the world.		
Geography	Map skills – capital cities around Europe. Weather/ clouds/climate		Cities within the UK – where are they? Collecting rainfall – precipitation		understand geographical similarities and differences a region in North or South America Explore the rainforest Sustainability and effect on climate	
MFL	Phonics, Greetings, Los números 1-10, ¿Qué tienes en tu estuche?, La navidad en España		Classroom language, animales, los colores, Oso Pardo, Old Macdonald		La oruga hambrienta, Days of the Week, Food, Los colores, Café	
Music	First access tuned percussion		Singing		Samba- Drumming	
Art Blocked with DT	Painting portraits Drawing- texture		Printing and collage		3D Clay pots Paper Mache head dress and Masks	
PE	Health Related fitness Multiskills		Dance Invasion games basket ball		Athletics Swimming Striking and fielding	
PSHE Cornwall PSHE	Health Everyday safety and Basic First aid Strategies to support well-being Mental health and keeping well		Living in the wider world World of work Spending and saving Relationships What makes a good friend Skills for using the internet		Summer term two groups lks2/ Relationships Internet and everyday life Respecting others UKS2 Respectful relationships Consent Health Puberty 1 and 2 Sun and water safety Y6 Feelings and common anxieties when changing school Changing School	
R.E (Including SMSC)	What do Christians learn from the Creation story? Value=Love creation story	What is it like for someone to follow God? Value=Peace the Christmas Story	How do festivals and worship show what matters to a Muslim? Value=Trust Noah's Ark	How do festivals and family life show what matters to Jewish people? Value=Fellowship The Last Supper	What kind of world did Jesus want? Value=Friendship The story of the paralysed man	L2.12 How and why do people try to make the world a better place? Value=Justice Jonah and the Whale