



ST THOMAS MORE TEACHING SCHOOL
BEDFORD **CATHOLIC** SCHOOLS

ST THOMAS MORE CATHOLIC TEACHING SCHOOL

‘An outstanding Catholic School’

Specialising in Leadership and Humanities



ENGAGE

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Covid-19 Contingency Plans 2020 - 2021

DfE guidance on remote education

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

Remote education from January 2021

Pastoral support	Teaching	Feedback
<p>During registration times, or at other convenient points in the day/week, the tutor and/or PC should contact remote learners by telephone at least once a week to enquire about wellbeing and access to remote learning.</p> <p>Any safeguarding concerns will be shared via CPOMS.</p> <p>Learning concerns should be shared with relevant HoD and teachers</p>	<p>At the point in the school day when the students would normally attend a teacher's lesson, the teacher should set work and make themselves available to deliver content / answer questions / give feedback.</p> <p>Teachers may use:</p> <ul style="list-style-type: none"> • Firefly • Teams (not Zoom) • Oak National Academy • Loom presentations • A combination of all of the above <p>The expectation is that 50% of lessons will include some live contact. When the class teacher is absent, the HoD/TLR post holders should work with colleagues to ensure that some relevant learning activities are available to the class e.g. copy page to task description for this covered class</p> <p>A list of students with no IT/Internet access will be collated and will be circulated to all staff. A number of devices are available to be borrowed by students with no personal devices and these will be distributed. As a failsafe, if a device cannot be provided, envelopes will be prepared for students, and it is expected that the class teacher of these students prepares hard copy resources to then be posted home centrally.</p>	<p>Giving students feedback on their learning remains an essential part of the learning process via Firefly, as per school policy.</p> <p>Teachers should respond to students' work via Firefly with the same regularity that they would do were the students attending school as normal.</p> <p>The positive points facility on Bromcom should still be used to acknowledge positives.</p>

Readying students for home learning		
Pastoral	Teaching	Parental support of child/ren
<p>Tutors to ensure all log in details for Firefly are recorded into planners carefully so that they work at home.</p> <p>Tutors to discuss with students what to expect with different tiers / bubbles being absent and expectations.</p>	<p>All students to be shown in each department during September where resources are for their subject in Firefly, and how resources work.</p> <p>Show how homework tasks will be set, where they will appear, how to upload work back to the teacher.</p>	<p>KS3 HW document (KD), will be available to help parents to help support their child at home.</p> <p>Communication ahead of time to all parents to ensure that they can log into Firefly app to see the work being set for their child/ren.</p>

	<p>Kerboodle and other packages used would need to be explained where relevant at departmental level.</p> <p>Where a student has no access or limited access to a laptop/PC or similar device, they should contact their Progress Co-ordinator (Head of Year) who will work with the Assistant Headteacher responsible for IT to lend them an appropriate device for the period of isolation</p> <p>Remote learning:</p> <ul style="list-style-type: none">• During timetabled lessons, teachers should ensure that there is learning available for their class• Teachers in school should contact their class/es using Teams to deliver some new learning or to offer some encouraging words and answer queries. The expectation is that 50% of lessons will include some live contact.• Teachers may produce a Loom (or similar) to deliver new content and these can be posted on Firefly• Teachers should use timetabled slots to respond to students and give feedback on completed work• HoDs and others with TLRs within departments will be required to 'cover' for colleagues who are not just isolating but are actually unwell	
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