



# St Paul's Remote Learning Plan (January 2021)

## We will:

- 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: this is the platform itslearning at St Paul's
- 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 we will work with families to deliver a broad and ambitious curriculum.

## When teaching pupils remotely we will:

- 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 that teachers will check according to the same time frames and expectations were they in school
- 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



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## Remote education from January 2021

Pastoral support	Teaching and learning	Feedback
<ul style="list-style-type: none"> <li>• Tutor and mentor contact</li> <li>• Safeguarding</li> <li>• Addressing barriers to learning, including brokering IT access</li> <li>• Monitoring attendance and addressing issues with sustained engagement</li> <li>• Collective worship and opportunities to celebrate the Catholic nature of the school</li> <li>• PSHE</li> <li>• Pupil well-being</li> <li>• Parent information evenings</li> </ul>	<ul style="list-style-type: none"> <li>• The normal school timetable will be replicated through the itslearning calendar to ensure 5 hours learning per day. Pupils will follow their usual timetable.</li> <li>• Implementation of remote learning:               <ul style="list-style-type: none"> <li>○ pedagogical choices that facilitate learning and progress and realise the rich and challenging curriculum;</li> <li>○ variety of delivery according to the needs of different subjects, the subject content and the group or pupils being taught, but delivery will include at least some synchronous, live lessons or asynchronous pre-recording. Pre-recorded provision may include published material e.g. Oak National Academy and the BBC.</li> <li>○ Pedagogical approaches that promote independence &amp; pupil responsibility for own learning</li> </ul> </li> <li>• Not all lessons will be synchronous, live lessons. This is a deliberate choice. In the same way that every lesson is not the same, remote learning will be varied in delivery.</li> <li>• Flexibility of implementation to acknowledge the varied needs of our pupils and any barriers to their learning (including that arise from technology)</li> <li>• Learning should be fun and engaging</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback will be regular, timely, designed to motivate and help pupils to understand what they are doing well and what they need to develop?</li> <li>• Feedback processes will replicate best practice in a remote context and will include:               <ul style="list-style-type: none"> <li>○ Itslearning (feedback mechanisms for tasks and assignments)</li> <li>○ Showcasing</li> <li>○ Low stakes testing/ quizzes</li> <li>○ Virtual certificates</li> </ul> </li> <li>• Formative assessment and feedback will               <ul style="list-style-type: none"> <li>○ answer the question: how do you know what pupils are learning and how they are progressing?</li> <li>○ inform the future: misconceptions can be addressed, progress maintained or pupils can be 'got back on track'</li> </ul> </li> <li>• Tutoring programme for 'Catch up' runs concurrently and is provided only for those pupils with an identified requirement</li> </ul>



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## Monitoring the provision

We will implement a cycle of review for remote learning and the remote curriculum. We recognise that our provision is improving all of the time and that we will get better as we gain experience and reflect on and share best practice.

- Monitoring the remote curriculum will be rigorous and systematic
- Monitoring will include feedback from teachers, pupils and their parents
- Kiersten Best, Senior Assistant Head Teacher has oversight of remote learning and can be contacted at [kiersten.best@st-pauls.org.uk](mailto:kiersten.best@st-pauls.org.uk)