



Excited to Learn with Confidence Together in God's Hands

Introduction

Here at St Michael's our curriculum aims to provide children with a broad and academic programme that closely follows the National Curriculum.

In line with DfE guidance, all schools are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Our provision is a coherent and carefully sequenced (knowledge engaged) curriculum based on the principles of cognitive science. There is a focus on the development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure a deep and enduring understanding in discrete subject areas. Where home learning is needed, this is high-quality, safe and aligns as closely as possible with in-school provision. However, we may need to make some adaptations in some subjects, for example Design Technology and Computing, where resources might not be available within the home environment.

For individuals or groups of self-isolating pupils, we will ensure remote education plans are in place. These will meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). This will be achieved by matching our curriculum to the best available resources both printed and online.

"The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of this policy. In addition, the Governing Body values diversity and is committed to ensuring that no individuals are discriminated against on any grounds, including the protected characteristics included in the Equality Act 2010."

Aims

We will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos using Oak National Academy, White Rose Maths and other relevant curriculum resources which mirrors closely in-school provision and in line with our planned curriculum
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access review in light of DfE guidance this week
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and we will work with families to deliver a broad and ambitious curriculum
- set learning 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 through high-quality curriculum resources or videos



- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and provide feedback to learning
- 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
- make regular contact with children and parents to keep in touch and to ensure children are accessing learning via fortnightly phone calls /J2 Message /BGfL and Teams meetings.

Planning in relation to local restrictions

	Summary	St Michael's response
Tiers 1, 2 and 3	National Government intervention, all schools remain open	Blended learning to support individuals or groups of pupils who may need to self-isolate.
Tier 4 and 5	Primary schools limiting attendance to key workers and vulnerable pupils.	Blended learning curriculum will be used for the vast majority of pupils.

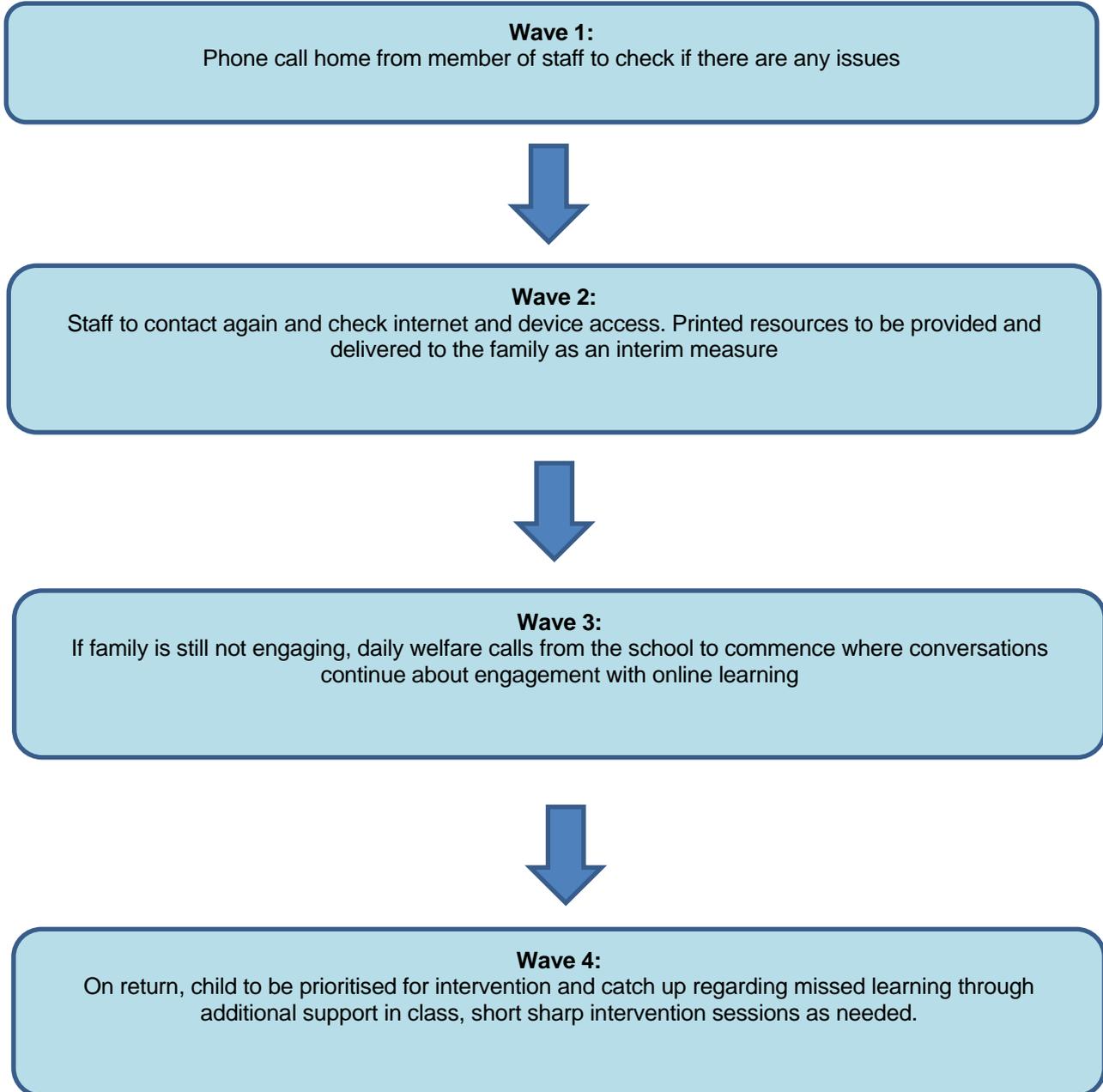
Ensuring access to remote learning for all:

At St Michaels, we are passionate about ensuring that every child has access to the online learning we provide. Where families do not have access to devices, we will use the DfE offer of devices to provide families with access as quickly as possible.

Work packs can be accessed on different devices via BGfL, along with paper packs via the school office. For those pupils who cannot share work electronically, copies of completed work can be dropped into the school office or posted for the attention of the class teacher.

Making sure children engage with the learning on offer at home is crucial to make sure children continue to make progress this year. We are fully committed to working with our families to ensure they are confident and happy to access the resources.

All children are expected to engage with the home learning set by school and this will be monitored closely. Where engagement with remote learning is a concern, the class teacher will contact the parent of the child to clarify expectations and discuss additional support as appropriate, as outlined below.





An outline of the learning we will provide:

The Department for Education recommends that schools set work that is of equivalent length to the core teaching pupils would receive in school. This includes both remote teaching and independent work.

In Reception (EYFS) Year 1 and 2 (KEYSTAGE1) this is equivalent to 3 hours a day, on average across the school cohort, with less for younger children.

In Year 3,4,5,6 (KEY STAGE 2) this is equivalent to 4 hours a day.

In these exceptional circumstances, we will do our very best to provide the offer outlined in the table below, this is in the event of individual pupils self- isolating or class or year group bubbles self - isolating. The curriculum topic might vary depending on the subjects planned within the half term.

A home learning document for the specific year group will provide an overview with relevant links and will be available by 8am Monday on BGfL. Paper copies, if required, will also be available via the school office.

EYFS									
	English	Maths	Phonics	Reading	Topic PD	RE/ Understanding the World	PE	Spelling Shed	Maths challenges
Provision:	Provided by school	White Rose/ + Numbots	Floppy's phonics (daily)	Oxford Owl (daily)	Provided by school/ Oak academy (1 x per week)	Provided by school (1 x per week)	Online (1 x per week)	(daily)	1 x per week to link with Maths learning
KS1									
	English	Maths	Phonics	Reading	Topic (History /Geography/ Music/Art /Science)	RE	PE/PSHE	On line Resources	
Provision	Provided by school	White Rose (daily) Core Skills	Floppy's phonics (daily)	Oxford Owl (daily)	Provided by school / Oak academy (2 x week)	Provided by school/Oak Academy (1 x per week)	Online (1 x per week)	Spelling Shed, Hive Game TTRS Numbots	
KS2									
	English	Maths	Times Tables Rock Stars	Reading	Topic (History /Geography/ Music/Art /Science)	RE	PE/PSHE	On line Resources	
Provision	Provided by school	White Rose (daily) Core Skills	(daily) (including Numbots)	Reading Plus (daily)	Provided by school / Oak academy (2 x week)	Provided by school/Oak Academy (1 x per week)	Online (1 x per week)	Spelling Shed, Hive Game TTRS	



Core online platforms we will use:

Oak Academy	The Oak Academy lessons are in line with our teaching ethos - they encourage the use of retrieval practice, explicit teaching with high quality modelling.
White Rose Maths	We follow the White Rose Maths approach in school as part of our daily Maths teaching, so children are used to the resources provided.
Spelling Shed, Numbots, TT Rock Stars, Floppys Phonics	We use these online providers to support the acquisition and retention of basic core skills. Children have access through their individual log-ins.
Oxford Owl, Reading Plus	We use these to support the development of reading and comprehension skills and to promote a love of reading.
MS Teams	Children have access to Teams through BGfL, enabling them to meet with their teachers as a group or class, to share and discuss learning.

Safeguarding:

All safeguarding procedures will be carried out in line with the Whole School Policy for Safeguarding, Incorporating Child Protection. Any concerns will be reported on My Concern and referred to a DSL. Guidelines from the school's Online Safety Policy, including internet access will be referred to and followed.

Monitoring the effectiveness of the policy:

This policy will be monitored by the Deputy Head and Senior Leaders on a regular basis. Parental and pupil feedback will be sought at intervals through discussion and questionnaires.