

## The Cathedral School of St. Mary's Remote Learning Protocol

### Expectations

The government's expectations are that children learning remotely should have 3 hours of learning per day in Key Stage 1 and 4 hours per day in Key Stage 2. Each teacher's provision will be slightly different. Their provision can be found in Appendix 1.

Each teacher will plan and have readily available the following lessons each day in the event a child having to self-isolate or the whole class having to self-isolate:

- ▶ One maths lesson
- ▶ One writing lesson
- ▶ One spelling session (for Key Stage 2)
- ▶ One phonics session (for those in RWI)
- ▶ One other session of either RE or the foundation subjects

### Content

For maths: The Power Maths scheme is followed across school. Home learning videos and resources that link to the same sequence of lessons being used in school will be published. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used.

For phonics: In the event of a full or partial closure teachers will record a video of the daily phonics lesson for children to watch at home. In the case of an individual child self-isolating the teacher will inform parents which of the RWI videos are the relevant ones to use.

For English: In the event of a full or partial closure, teachers will record a video of an input to the English focus each day for children to watch as an introduction. For children self-isolating, lessons will be provided using pre-recorded videos and teachers will be live using GoogleMeets. Children at home will be able to interact by asking questions on Google Meets. Teachers will still be expected to record themselves reading their class story/novel, as well as provide handwriting and spelling opportunities. This will be part of the timed guidance from the DFE.

For other aspects of the curriculum: As well as English and maths, there will be a lesson provided for one other subject each day. This will follow the same schemes that are being followed in school.

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The school curriculum, where possible, will be mapped against the Oak National Academy curriculum (see Appendix 2) and videos and resources from the Oak units will be used where these are available. Where they are not available, teachers will make a video to teach the objective and then set learning tasks for the children to complete and submit.

Contact with Teachers: In the event of a full or partial closure, teachers will:

- Provide daily phonics and speed sound sessions. A plan will be devised whereby these sessions are filmed each day and shared on dojo or our YouTube page.
- Create a 15 minute maths video, 15 minute English video and then a 15 minute 'other session' video. These can then be uploaded.
- Share a timetable with children and parents. For example, at 09:30 - 10:30, we will be doing our maths lesson. At 11:00 - 12:00 we will be doing our English lesson etc..
- Children are then told that they can access the video to watch the input at those times and then do the tasks. They know that the teacher is on hand on goglemeets, email or google classroom to support them remotely, mark their work or answer questions they have.
- Hold a weekly remote meeting with parents to discuss the week's learning, any support that is needed and problems they may have faced.

Remote Learning **IS NOT** Digital learning - so it doesn't all have to be electronic.

## SEND

Provision should be made to enable all pupils with SEND to access appropriate learning. If an alternative task or a different level of support would be offered in school, this should be provided at home. Teachers should consider using planning from another year group if that would fit in with their teaching. They should also consider using programs such as IXL to keep key learning ticking over (number bonds, spelling patterns etc). TAs can still (where appropriate) support children with remote group intervention work. Teachers should consider putting together a pack of manipulatives that would be helpful for individual children to use to support their learning, or signposting parents to things they can use that they are likely to have in the home - pegs and washing lines for example in maths.

## Access to Technology at Home

Those children who do not have access to the technology at home will be provided with a school chromebook. An agreement will be signed by both the school and the family to protect the school from any loss or damages incurred.

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We will provide all children with exercise books to complete work at home. For those that struggle to access the technology at home, we will print and deliver packs of any worksheets required on a weekly basis for children who are unable to access these online. If a child is self-isolating they will be provided with a printed pack of work that is the same or similar to what the children in class are working on.

### Communicating plans to parents including 'how to' guides of using different technology

Teachers will ensure their home learning section on the school website is updated. They will also use Class Dojo to communicate with parents and be on hand to support parents with home learning. Teachers will meet with parents once per week through GoogleMeets to discuss any problems or issues they are experiencing.

### Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. The login details will be stuck into children's reading records and also sent to parents through Class Dojo. Login details that will be included are:

- Google
- Accelerated Reader
- Numbots (FS and KS1)
- Times Tables Rockstars (KS2)
- IXL

### Google Classroom

Most remote learning will be set on Google Classroom. Time will be spent in class during the early part of September 2020 to get children up to speed with the use of Google Classroom so if/when children have to isolate, they are readily able to continue to learn from home and access their learning. An online video will be shared for all parents as a 'how to' video to show parents how to use Google Classroom at home.

Worksheets and tasks will be shared on this platform and teachers will be able to provide feedback using this tool. It is imperative that children are au fait with how to navigate Google Classroom by the end of September.

There is an expectation that children will continue to do their work and for teachers to provide feedback.

### Feedback

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| Class 1   | Class 2   | Class 3   | Class 4   |
|---|---|---|---|
| <p>Tapestry - commenting on observations - picking up letter formation, sentence structure etc.</p> <p>Any common misconceptions addressed with parents and children during Tuesday's GoogleMeet.</p> <p>Feedback given during lessons in class as normal</p> | <p>Chat through google classroom. Dojo messages and points in response to pictures sent in.</p> <p>Googlemeet with parents weekly to address any issues arising from the lessons.</p> <p>Live feedback during the live lessons - the children able to share the work as they were doing it meaning issues or misconceptions were addressed straightaway.</p> <p>In class feedback continuing as normal.</p> | <p>Emails and dojos sent in response to pictures sent in to correct errors.</p> <p>Comments added to the Weekly quiz to explain wrong answers and provide further guidance.</p> <p>Verbal communication during virtual chats.</p> <p>In class feedback continues as normal.</p> | <p>Main feedback left once per week based on their Friday Challenges.</p> <p>Using Mote for English - 30 second verbal comments with 2 stars and a wish style feedback which will be expected to see in next week's piece.</p> <p>Maths - Mote feedback + an IXL link to an area for development.</p> <p>Sporadic feedback given via Mote throughout the week and across subjects.</p> <p>Feedback given during live lessons as normal.</p> |

### Staff CPD

It is essential that all teachers are confident in all aspects of this Remote Education Plan. Therefore, during the first half of Autumn Term CPD will be provided on the following:

- Use of Class Dojo, in particular the Worksheets feature and use of portfolios
- How to create and upload teaching videos
- The content of this policy so that teachers are aware of expectations

### Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors. Teachers will keep a daily record of those children engaging in the remote learning. Communication is essential - our PSA will be contacting parents who are not engaging with remote learning on a weekly basis.. We can then work together to find a means of providing remote education that works for that family's circumstances.

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APPENDIX 1

|                                    | <b>Class 1</b>  | <b>Class 2</b>  | <b>Class 3</b>  | <b>Class 4</b>  |
|------------------------------------|---|---|---|---|
| What will remote learning be like? | <p><b>Daily</b><br/> <b>RWI phonics:</b> pre-recorded video<br/> <b>Literacy:</b> pre-recorded story &amp; then activity linked to the story - accompanied by a resource in the home learning pack if required. Input being filmed when teaching the chn in school and then SB uploading to Tapestry, - modelling/explaining<br/> <b>Maths:</b> Input being filmed when teaching the chn in school and then SB uploading to Tapestry, predominantly practical activity, resources if needed, in the home learning pack.</p> <p>R.E: Monday, Tuesday, Thursday, Friday</p> <p><b>M</b> - PD - link to online (Cosmic Kids Yoga, Go Noodle, Joe Wicks 5 minute movers etc) or a planned PE activity.<br/> <b>T</b> - R.E activity<br/> <b>W</b> - EAD - creative activity linked to weekly topic<br/> <b>Th</b> - UTW activity linked to weekly topic<br/> <b>F</b> - C&amp;L - big talk picture for discussion</p> | <p><b>Daily</b></p> <p><b>Handwriting</b> - The children will be using the spellings as their handwriting, using weekly spellings from Twinkl. These will be uploaded with a video modelling it.</p> <p><b>RWInc</b> - Pre-recorded videos and books shared that are linked with their RWInc groups.</p> <p><b>English</b> - I will be following my great fire of London topic, and following diary writing as the focus. I will be using the Oak, as well as recording my own lesson introductions, and modelling.</p> <p><b>Maths</b> - I will be using primary stars and white rose. I will upload the video and record my own introduction with me modelling the activity.</p> <p>There will also either be RE lessons, History, Science, Art or PE. These will be either filmed by me or using other trusted sources such as Come and See, lego bible on youtube, jump start jonny, go noodle and cosmic yoga.</p> | <p>Daily activities will be maths, English, handwriting &amp; spelling and a foundation subject.</p> <p>I am using White Rose for Maths. Each day I upload a video for each year group from their home learning pages and the corresponding worksheet. I include a video of myself explaining the task and anything that may be useful that is not included in the video.</p> <p>For English I am currently using the Oak National Academy. There is a unit based on Newspapers which was my planned unit. I then include an activity for them to complete. I then include a video of myself to model the activity.</p> <p>The foundation subject will be different each day and will include Science, History and RE. This will be a mix of videos from me and other trusted sources.</p> <p>Each Monday, the new spellings will be released and children will be asked to write them out in cursive font as</p> | <p>Daily English and maths activities with RE at least three times a week and weekly science and foundation subjects provided for.</p> <p>The children need to access Google Classroom in order to access their learning where the subjects have been assigned.</p> <p>Each assignment consists of a slide show, differentiated activities and any additional resources that are necessary to complete the task. I am also creating an accompanying video to go with each slideshow which models the necessary skills.</p> <p>In addition to this, there are live stream links to the classroom that the children are encouraged to join so that we can accommodate live teaching. These are only for the English and maths sessions. As well as a short session for Spanish.</p> <p>There are two dedicated IXL sessions each week which form part of the children's marking and feedback cycle - see Friday Challenge in Timetabling.</p> |

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|   | <p>Inputs recorded for these activities as necessary</p> <p>Daily story from both Sharon and I</p> <p>Reading a 'red' book and sharing with the chn 3x a week - M,W,F modelling sounding out and blending.<br/>Opportunity for chn to join in and read along too.</p>   | <p>I will be reading our class story daily on class dojo.</p>  | <p>shown on the Twinkl sheets. There will be a spelling activity each day: definitions, sentences, mnemonics etc. I am hoping to record a general video which can be shared by all teachers in KS1 and KS2.</p>   | <p>The IXL sessions will be live and support given as indicated by the tracking system.</p>   |
| <p>What is the daily timetable going to look like?</p>  | <p><b>0900-0940</b> - RWI phonics<br/><b>1000-1045</b> - Literacy<br/><b>1100-1145</b> - Maths<br/><b>1300-1310</b> - Story time<br/><b>1315-1400</b> - P.E/R.E/EAD/UTW/C&amp;L</p> <p>Timings have not been shared with parents. A simple timetable has been shared with the priority activities highlighted (RWI Phonics).</p> <p>I am also regularly sharing other activities they could do at home to ensure there is coverage of all areas of the EYFS curriculum.</p> | <p><b>0900-0940</b> - RWI phonics<br/><b>1000-1045</b> - English<br/><b>1100-1145</b> - Maths<br/><b>1300-1400</b> - Other</p> <p>However, the work will be available from 8am in the morning, therefore they can complete it when it works for them. I have said I'm periodically checking dojo for any issues.</p> | <p>0900 - 0930 Handwriting &amp; spelling<br/>0930 - 1030 English<br/>1100 - 1200 Maths<br/>1445 - 1545 Foundation subject<br/>This is in class. Between 12 and lunchtime I will plan reading activities, RE and opportunities for the children to exercise.<br/>During the maths and English lessons I will be available to support children at home. TA will then support children in class who will access what I have put online.</p> | <p>09:00 - 09:15 - Handwriting / spelling<br/>09:15 - 10:15 - English (live streamed)<br/>11:00 - 12:00 - Maths (live streamed)<br/>13:00 - 14:00 - Additional Subject 1<br/>14:00 - 15:00 - Additional Subject 2</p> <p>Every Friday, the children take part in the Friday Challenge. This is a piece of writing and a piece of maths which is then submitted and marked with feedback going home to develop each week. The maths feedback is in the form of an IXL activity which will be linked to areas highlighted as needing support.</p> |
| <p>Where will remote learning be published?<br/>Youtube channel?<br/>Website?<br/>Tapestry?<br/>Dojo?</p> | <p>YouTube channel for RWI<br/>Tapestry for all learning activities<br/>ClassDojo for communication</p>   | <p>The work will be available on google classroom for those who are confident. It will also be shared on dojo for those who aren't as confident.<br/>Links to other websites that are needed will be linked to the work on these 2 platforms.</p>  | <p>Google Classroom.</p> <p>If there are instances where my videos are not playing on devices at home, I will set up a YouTube channel.</p>   | <p>Google Classroom</p> <p>Class Dojo (I share copies of the videos with parents so that they are aware of the work that should be completed each day for the core subjects in case they do not access Google Classroom themselves).</p>  |
| <p>How will learning</p>  | <p>Tapestry - observations posted by</p>  | <p>I have asked all parents to send me a</p>   | <p>I have asked all parents to send me a</p>  | <p>Weekly in depth individual feedback</p>  |

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| <p>done at home be checked? For example, feedback. How will this be done?</p> | <p>parents in the form of notes, photos and videos.<br/><i>A step-by-step guide has been shared with parents to ensure they know how to add observations/photos/videos of the work.</i></p> <p>Requesting the completed work from learning packs to be returned when parents collect their new learning pack.</p> <p>Wednesday morning each week - parent check-in via Zoom</p> <p>Friday afternoon 1415pm each week - social meet with all children</p> | <p>photo of the learning.</p>  | <p>photo of the learning that has taken place by 6pm. I will continue to reiterate this.</p> | <p>will be shared with the children via the Friday Challenge.</p> <p>On a daily basis, Work is either submitted as an assignment on Google Classroom or as a photo via ClassDojo if necessary.</p> <p>Those who attend live sessions are encouraged to share their marks with me at the end of the session.</p> <p>A log is kept recording receipt of work.</p> |
| <p>What subjects will be covered in the learning sessions?</p>                | <p>Phonics<br/>Literacy<br/>Maths<br/>R.E<br/>P.E/EAD/UTW/C&amp;L activity</p>   | <p>Phonics<br/>English<br/>RE<br/>Science<br/>History<br/>Art<br/>PE</p> | <p>Maths<br/>English<br/>Science, History, RE, Art, Spanish.</p>                             | <p>English<br/>Maths<br/>RE<br/>Science<br/>Spanish<br/>PE<br/>History<br/>Music</p>  |
| <p>When will you be hosting the weekly check in with parents?</p>             | <p>Every Wednesday at 11am</p>   | <p>Wednesday afternoon</p>   | <p>Friday 14:00<br/>This week Friday 1000 to address issues ready for next week.</p>         | <p>Monday PM</p>  |

APPENDIX 2

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Spring Term Curriculum Map (and alternative teaching resource if not available with The Oak)

**Class 1**

| <b>Subject</b>                                  | <b>Theme</b> | <b>Oak Materials</b> | <b>Teaching resource if not the Oak</b> |
|---|--------------|----------------------|---|
| History ( <i>Understanding of the world</i> )   |              |                      |   |
| Geography ( <i>Understanding of the world</i> ) |              |                      |   |
| Science ( <i>Understanding of the world</i> )   |              |                      |   |
| Music ( <i>Expressive arts and designs</i> )    |              |                      |   |
| Art ( <i>Expressive arts and designs</i> )      |              |                      |   |
| PSHE  |              |                      |   |
| PE  |              |                      |   |

**Class 2**

| <b>Subject</b> | <b>Theme</b>                           | <b>Oak Materials</b>   | <b>Teaching resource if not the Oak</b>   |
|----------------|--|--|---|
| History        | Changes within living memory<br>- Toys | <a href="https://teachers.thenational.academy/lessons/how-have-toys-changed-part-1-71h62c">https://teachers.thenational.academy/lessons/how-have-toys-changed-part-1-71h62c</a><br><a href="https://teachers.thenational.academy/lessons/how-have-toys-changed-part-2-6cuk4c">https://teachers.thenational.academy/lessons/how-have-toys-changed-part-2-6cuk4c</a> |   |
| Geography      | Local Area                             | <a href="https://teachers.thenational.academy/units/villag">https://teachers.thenational.academy/units/villag</a>  | <a href="https://www.youtube.com/watch?v=LMzr">https://www.youtube.com/watch?v=LMzr</a> |

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|                   |   |   |   |
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|                   |   | <a href="#">es-towns-and-cities-28b9</a>  | <a href="#">6-ZBnws</a>   |
| Science           | Animals Including Humans  | <a href="https://teachers.thenational.academy/units/the-animal-kingdom-3cfa">https://teachers.thenational.academy/units/the-animal-kingdom-3cfa</a> |   |
| Computing         | Logging onto Chromebooks and accessing google classroom (Year 2's) accessing Numbots and phonics play games |   |   |
| Music             | N/A   |   |   |
| Design Technology | N/A   |   |   |
| Art               | Beach scenes - focus on collage and recycling Laudato Si' link  |   | <a href="https://www.youtube.com/watch?v=BLIfUQdlatw">https://www.youtube.com/watch?v=BLIfUQdlatw</a><br><a href="https://www.youtube.com/watch?v=XM8SjStqSWw">https://www.youtube.com/watch?v=XM8SjStqSWw</a><br><a href="https://www.youtube.com/watch?v=k-G6CM-7VI8">https://www.youtube.com/watch?v=k-G6CM-7VI8</a> |
| PSHE              | Belonging, families and feelings  |   |   |
| PE                | Exercise at home - cosmic kids yoga and go noodle (dance)   |   | <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a><br><a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a>  |

**Class 3**

| <b><u>Subject</u></b> | <b><u>Theme</u></b> | <b><u>Oak Materials</u></b> | <b><u>Teaching resource if not the Oak</u></b> |
|-----------------------|---------------------|-----------------------------|--|
|-----------------------|---------------------|-----------------------------|--|

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|-------------------|--|---|---|
| History           | Romans   | <a href="https://teachers.thenational.academy/lessons/why-did-the-romans-leave-britain-71k6cc?from_query=romans">https://teachers.thenational.academy/lessons/why-did-the-romans-leave-britain-71k6cc?from_query=romans</a><br><a href="https://teachers.thenational.academy/lessons/what-was-britain-like-before-the-romans-crvkgt">https://teachers.thenational.academy/lessons/what-was-britain-like-before-the-romans-crvkgt</a><br><a href="https://teachers.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt">https://teachers.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt</a> |   |
| Geography         | Rainforests  | <a href="https://classroom.thenational.academy/lessons/which-countries-are-in-south-america-what-physical-features-can-we-find-in-south-america-crw3gr">https://classroom.thenational.academy/lessons/which-countries-are-in-south-america-what-physical-features-can-we-find-in-south-america-crw3gr</a><br><a href="https://classroom.thenational.academy/lessons/where-are-the-worlds-natural-resources-6mu3et">https://classroom.thenational.academy/lessons/where-are-the-worlds-natural-resources-6mu3et</a>  |   |
| Science           | Rocks  | <a href="https://classroom.thenational.academy/units/rock-cycle-bd29">https://classroom.thenational.academy/units/rock-cycle-bd29</a>   |   |
| Computing         | Preparing children for any periods of isolation or lockdown. |   | <a href="https://www.youtube.com/watch?v=pl-tBjAM9g4">https://www.youtube.com/watch?v=pl-tBjAM9g4</a>   |
| Music             | Rocking Romans   |   | <a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk">https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk</a>                 |
| Design Technology | Build a small storage box.                                   |   | <a href="https://www.stem.org.uk/home-learning/secondary-design-technology">https://www.stem.org.uk/home-learning/secondary-design-technology</a>   |
| Art               | Henri Rousseau rainforest art.                               |   | <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseau-surprised/zrddy6f">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseau-surprised/zrddy6f</a> |
| PSHE              | Belonging and Justice  | <a href="https://classroom.thenational.academy/units/all-around-me-cd61">https://classroom.thenational.academy/units/all-around-me-cd61</a>   |   |

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|----|---------------------------------|--|---|
| PE | Exercise at home<br><br>Netball |  | <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a><br><a href="https://www.youtube.com/channel/UCAXW1XT0iEJo0TYlRfn6rYQ">https://www.youtube.com/channel/UCAXW1XT0iEJo0TYlRfn6rYQ</a><br>file:///C:/Users/nberry_csosm/Downloads/Netball_Overview_.pdf |
|----|---------------------------------|--|---|

**Class 4**

| <b><u>Subject</u></b> | <b><u>Theme</u></b> | <b><u>Oak Materials</u></b> | <b><u>Teaching resource if not the Oak</u></b>   |
|-----------------------|---------------------|-----------------------------|--|
| History               | WW2 - Local History |                             | The Blitz - General Information<br><a href="http://www.primaryhomeworkhelp.co.uk/war/blitz.htm">http://www.primaryhomeworkhelp.co.uk/war/blitz.htm</a><br><br>Local History<br><a href="https://www.bbc.co.uk/history/ww2peopleswar/stories/49/a4398249.shtml">https://www.bbc.co.uk/history/ww2peopleswar/stories/49/a4398249.shtml</a><br><br><a href="http://ww2today.com/21st-march-1941-the-plymouth-blitz">http://ww2today.com/21st-march-1941-the-plymouth-blitz</a><br><br>From destruction to construction<br><a href="https://www.theboxplymouth.com/schools/learning-resources/plymouth-from-destruction-to-construction">https://www.theboxplymouth.com/schools/learning-resources/plymouth-from-destruction-to-construction</a> |
| Geography             | N/A                 |                             |  |

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|-------------------|---|---|---|
| Science           | Animals including Humans - Life Processes / Changes |   | How do humans change in their lifetime<br><a href="https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z2msv4j">https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z2msv4j</a>   |
| Computing         | Safe Searching - Result manipulation                |   | Evaluating credibility<br><a href="https://www.bbc.co.uk/bitesize/clips/zw8mtfr">https://www.bbc.co.uk/bitesize/clips/zw8mtfr</a><br><br>How a search works<br><a href="https://www.bbc.co.uk/bitesize/clips/zspbcdm">https://www.bbc.co.uk/bitesize/clips/zspbcdm</a><br><br>Should I trust everything I read on the web?<br><a href="https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/zt9thyc">https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/zt9thyc</a> |
| Music             | N/A   |   |   |
| Design Technology | N/A   |   |   |
| Art               | MC Escher - Great Architects from history           |   | Tesselations<br><a href="https://www.youtube.com/watch?v=ZVhhYXWnidU">https://www.youtube.com/watch?v=ZVhhYXWnidU</a>   |
| PSHE              | Belonging - My responsibilities                     | Our wonderful world - Laudato Si' Link<br><a href="https://classroom.thenational.academy/units/yes-its-our-world-our-wonderful-world-887a">https://classroom.thenational.academy/units/yes-its-our-world-our-wonderful-world-887a</a> |   |

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 Aspiration   
 Teamwork   
 Resilience   
 Honesty   
 Courage

|    |         |  |   |
|----|---------|--|---|
| PE | Netball |  | Hi 5 Netball guide<br><a href="https://www.youtube.com/watch?v=a1Jn0RaaL24">https://www.youtube.com/watch?v=a1Jn0RaaL24</a><br><br>PE Passport<br><a href="https://homelearning.primarypepassport.co.uk/#/videos">https://homelearning.primarypepassport.co.uk/#/videos</a> |
|----|---------|--|---|

<https://primarysite-prod-sorted.s3.amazonaws.com/scawsbyrosedaleprimarydoncaster/UploadedDocument/8227ab02c99e42779890c5ad117cb098/remote-education-plan-september-2020.pdf>

Spring Term Curriculum Map (and alternative teaching resource if not available with The Oak)

***Class 1***

| <b><u>Subject</u></b>               | <b><u>Theme</u></b> | <b><u>Oak Materials</u></b> | <b><u>Teaching resource if not the Oak</u></b> |
|-------------------------------------|---------------------|-----------------------------|--|
| <b>Weekly themes</b><br>Wk1 - Space |                     |                             |  |

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|  |   |   |  |
|--|---|---|--|
| Wk2 - People who help us - Emergency services<br>Wk3 - Rhyming/Music<br>Wk4 - Superheroes<br>Wk5 - Pirates<br>Wk6 - All around the world |   |   |  |
| Understanding the World  | People who help us                            | <a href="https://teachers.thenational.academy/units/people-who-help-us-firefighters-587b">https://teachers.thenational.academy/units/people-who-help-us-firefighters-587b</a><br><br><a href="https://teachers.thenational.academy/units/people-who-help-us-doctors-and-nurses-2f36">https://teachers.thenational.academy/units/people-who-help-us-doctors-and-nurses-2f36</a><br><br><a href="https://teachers.thenational.academy/units/people-who-help-us-police-officers-043a">https://teachers.thenational.academy/units/people-who-help-us-police-officers-043a</a> |  |
| History ( <i>Understanding of the world</i> )  | Space   | <a href="https://teachers.thenational.academy/units/space-7230">https://teachers.thenational.academy/units/space-7230</a>   |  |
| Geography ( <i>Understanding of the world</i> )  |   |   |  |
| Science ( <i>Understanding of the world</i> )  | Winter  | <a href="https://teachers.thenational.academy/units/winter-hot-cold-9017">https://teachers.thenational.academy/units/winter-hot-cold-9017</a>   |  |
| Music ( <i>Expressive arts and designs</i> )   | Out of this world - Space                     | <a href="https://teachers.thenational.academy/subjects/music/key-stages/early-years-foundation-stage">https://teachers.thenational.academy/subjects/music/key-stages/early-years-foundation-stage</a>   |  |
| Art ( <i>Expressive arts and designs</i> )   | Starry Night - Van Gogh<br><br>Making rockets | <a href="https://teachers.thenational.academy/lessons/build-a-spaceshiprocket-ctjk2e">https://teachers.thenational.academy/lessons/build-a-spaceshiprocket-ctjk2e</a>   |  |
| PSHE   | Circle of Trust                               | <a href="https://teachers.thenational.academy/units/circle-of-trust-da94">https://teachers.thenational.academy/units/circle-of-trust-da94</a>   |  |

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|    |                                   |  |  |
|----|-----------------------------------|--|--|
| PE | Cosmic Kids Yoga<br><br>Go Noodle |  | <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a><br><br><a href="https://www.youtube.com/user/GoNoodleGames">https://www.youtube.com/user/GoNoodleGames</a> |
|----|-----------------------------------|--|--|

**Class 2**

| <b><u>Subject</u></b> | <b><u>Theme</u></b>  | <b><u>Oak Materials</u></b>   | <b><u>Teaching resource if not the Oak</u></b>   |
|-----------------------|--|---|--|
| History               | The Great Fire of London   | <a href="https://teachers.thenational.academy/units/the-great-fire-of-london-7a50">https://teachers.thenational.academy/units/the-great-fire-of-london-7a50</a>   |  |
| Geography             | N/A (although will link it to London, UK and capitals - history) | <a href="https://teachers.thenational.academy/units/london-in-the-united-kingdom-shared-with-history-eye-transition-unit-b8a0">https://teachers.thenational.academy/units/london-in-the-united-kingdom-shared-with-history-eye-transition-unit-b8a0</a> |  |
| Science               | Living Things  | <a href="https://teachers.thenational.academy/units/the-animal-kingdom-3cfa">https://teachers.thenational.academy/units/the-animal-kingdom-3cfa</a>   |  |
| Computing             | Digital Literacy and Coding                                      |   | <a href="https://www.twinkl.co.uk/resource/an-introduction-to-scratch-jr-es-t-10000115">https://www.twinkl.co.uk/resource/an-introduction-to-scratch-jr-es-t-10000115</a><br><br><a href="https://scratch.mit.edu/projects/editor/?tutorial=all">https://scratch.mit.edu/projects/editor/?tutorial=all</a> |
| Music                 | London's burning - singing rounds                                |   | <a href="https://www.youtube.com/watch?v=zrA6lY4c9io">https://www.youtube.com/watch?v=zrA6lY4c9io</a>  |

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|                   |  |   |   |
|-------------------|--|---|---|
| Design Technology | N/A                                      |   |   |
| Art               | Great Fire of London silhouette pictures |   | <a href="http://bressinghamhedgehogs.blogspot.com/2017/10/great-fire-of-london-silhouette.html">http://bressinghamhedgehogs.blogspot.com/2017/10/great-fire-of-london-silhouette.html</a><br>(not so much a resource as an example of what we'd be doing) |
| PSHE              | Relationships / Special People           | <a href="https://teachers.thenational.academy/units/happy-families-3335">https://teachers.thenational.academy/units/happy-families-3335</a> |   |
| PE                | Go Noodle<br><br>Cosmic Kids Yoga        |   | <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a><br><br><a href="https://www.youtube.com/user/GoNoodleGames">https://www.youtube.com/user/GoNoodleGames</a>  |

### Class 3

| <b>Subject</b> | <b>Theme</b>                     | <b>Oak Materials</b>  | <b>Teaching resource if not the Oak</b>  |
|----------------|----------------------------------|---|--|
| History        | Stone Age to Iron Age            | <a href="https://classroom.thenational.academy/units/pre-historic-britain-b65f">https://classroom.thenational.academy/units/pre-historic-britain-b65f</a> |  |
| Geography      | N/A                              |   |  |
| Science        | Living things and their habitats |   | <a href="https://www.bbc.co.uk/bitesize/articles/zrckg7h">https://www.bbc.co.uk/bitesize/articles/zrckg7h</a><br><a href="https://pstt.org.uk/resources/curriculum-materials/Science-Fun-at-Home">https://pstt.org.uk/resources/curriculum-materials/Science-Fun-at-Home</a> |

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|                   |   |   |   |
|-------------------|---|---|---|
| Computing         | Algorithms and debugging                        | <a href="https://classroom.thenational.academy/lessons/writing-and-testing-algorithms-ctj6ac?from_query=algorithm">https://classroom.thenational.academy/lessons/writing-and-testing-algorithms-ctj6ac?from_query=algorithm</a> |   |
| Music             | Three Little Birds (Reggae)                     | <a href="https://classroom.thenational.academy/units/pulse-and-metre-583c">https://classroom.thenational.academy/units/pulse-and-metre-583c</a>   | <a href="https://www.youtube.com/watch?v=F4sNi2PuiWM">https://www.youtube.com/watch?v=F4sNi2PuiWM</a>   |
| Design Technology | Cooking and nutrition - understand seasonality. |   | <a href="https://www.twinkl.co.uk/resource/tp2-d-020-planit-dt-uks2-super-seasonal-cooking-lesson-1-seasonal-calendar-lesson-pack">https://www.twinkl.co.uk/resource/tp2-d-020-planit-dt-uks2-super-seasonal-cooking-lesson-1-seasonal-calendar-lesson-pack</a> |
| Art               | Cave Art  |   | <a href="https://www.twinkl.co.uk/resource/t2-h-431-stone-age-cave-paintings-photo-powerpoint">https://www.twinkl.co.uk/resource/t2-h-431-stone-age-cave-paintings-photo-powerpoint</a>   |
| PSHE              | Relationships and wellbeing                     | <a href="https://classroom.thenational.academy/units/all-around-me-cd61">https://classroom.thenational.academy/units/all-around-me-cd61</a>   |   |
| PE                | Dance   |   | <a href="https://www.bbc.co.uk/programmes/b03g64pm">https://www.bbc.co.uk/programmes/b03g64pm</a>   |

**Class 4**

| <b><u>Subject</u></b> | <b><u>Theme</u></b>                      | <b><u>Oak Materials</u></b>   | <b><u>Teaching resource if not the Oak</u></b> |
|-----------------------|--|---|--|
| History               | Early British History - The Anglo-Saxons |   | Google Classroom                               |
| Geography             | Building Location Knowledge -            | <a href="https://classroom.thenational.academy/units/buil">https://classroom.thenational.academy/units/buil</a> |  |

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|                   |   |  |   |
|-------------------|---|--|---|
|                   | Europe and the United Kingdom           | <a href="#">ding-locational-knowledge-europe-0322</a><br><a href="https://classroom.thenational.academy/units/building-locational-knowledge-united-kingdom-4ae1">https://classroom.thenational.academy/units/building-locational-knowledge-united-kingdom-4ae1</a> |   |
| Science           | Living things and their habitats        |  | <a href="https://www.ase.org.uk/ase-coronavirus-hub-primary-remote-learning-resources#year5">https://www.ase.org.uk/ase-coronavirus-hub-primary-remote-learning-resources#year5</a>                                     |
| Computing         | Spreadsheets                            | <a href="https://classroom.thenational.academy/units/spreadsheets-ecb4">https://classroom.thenational.academy/units/spreadsheets-ecb4</a>  |   |
| Music             | Rhythm                                  | <a href="https://classroom.thenational.academy/units/rhythm-f182">https://classroom.thenational.academy/units/rhythm-f182</a>  |   |
| Design Technology | N/A                                     |  |   |
| Art               | Angli-Saxon art - Illuminated lettering |  | Google Classroom  |
| PSHE              | Created to love others                  |  | <a href="https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/">https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/</a>               |
| PE                | Cardio activities with dance            |  | <a href="https://docs.google.com/presentation/d/1NPRbbrwMfFx21FbFdZjLkYPs2fHSxEPrwW4QCuCkqZE/edit#slide=id.p3">https://docs.google.com/presentation/d/1NPRbbrwMfFx21FbFdZjLkYPs2fHSxEPrwW4QCuCkqZE/edit#slide=id.p3</a> |

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### APPENDIX 3

#### **Acceptable use of Live Streamed Lessons/Meetings Agreement**

Live-streamed lessons form an important part of a blended approach to remote learning, providing opportunities for the enhancement of teaching and learning when pupils are not in school.

As with all online activity it is important that all participants observe correct protocols when leading or taking part in live-streamed lessons.

- 1:1 video calls with pupils will **not** take place.
- Video calls and meetings will only take place during normal school hours
- Daily *screen-time* will be reasonable and proportionate for pupils and staff
- Live-streaming of lessons will be used as part of a blended approach to remote learning in which non-screen-time-work has equal value

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*Courage*



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- The member of staff will record the length, time, date and attendance for the lesson, and a note of anything of concern that happens in the lesson
- Parents must be aware that the video call is happening
- Parents must provide written consent to allow their child to take part in a live streamed lesson. By signing this document the parent is providing consent for his/her child to participate in live-streamed lessons that the parent is aware of
- Parents have the right to withdraw their consent for their child to take part in remote lessons at any time. This will be done in writing/by email to The Cathedral School of St. Mary
- Staff, children and other members of the household must wear suitable clothing
- Staff will only use school accounts and devices for live-streaming
- Staff will only use platforms provided or authorised by the school
- Devices used by participants, including the member of staff, should be in appropriate areas, for example not in bedrooms; and where possible be against a neutral background
- Language, behaviour and conduct must be appropriate, and consistent with normal school expectations, including that of any family members in the background
- At the start of the lesson the member of staff will establish clear ground rules e.g. when and how students can speak. All participants will conform to these
- Any poor behaviour towards the teacher or other pupils; or misuse of the system will be dealt with under the school's behaviour / discipline policy
- Parents will not interact with the member of staff during the lesson unless invited to do so by the member of staff. Any concerns will be raised with the member of staff outside the live-streamed lesson
- The member of staff will be sensitive to the needs and feelings of all children including those with SEND

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- Where a virtual lesson consists of participants at school and at home, the member of staff will ensure that appropriate control measures are in place for children in the classroom who should not appear on camera
- Where a pupil at home should not appear on camera, his/her parents will ensure that his/her camera is turned off and any other appropriate control measures are taken
- Pupils/parents will not share usernames, passwords or access codes with anybody else
- Only content agreed by the teacher will be shared in the live-streamed lesson
- Video calls should have the prior agreement of a member of SLT. Calls will only take place at a pre-arranged time. The times of video calls will be published for parents and pupils in advance
- Entry to a live-streamed lesson will only be through a link for the meeting/videocall distributed by the school. Only people invited by the member of staff are permitted to *enter* the lesson
- Parents/children/third parties will not share the lesson link with anyone else
- Video calls will be recorded by the school and stored on Google Drive or similar so that the video can be reviewed if the need arises
- Parents, children and other third parties will not record the lesson by any direct or indirect means without the permission of the teacher/member of staff leading the lesson
- The member of staff will have control over all participants' microphones and cameras
- The member of staff will understand how to immediately end the lesson for all participants, and will do so in the event of unsuitable behaviour, language or content being shared/observed
- The member of staff will remove any pupil from the live-streamed lesson without warning if he/she deems it to be necessary

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- Safeguarding concerns will be dealt with through the school's Safeguarding Policy and procedures

I give consent for my son/daughter to participate in live-streamed lessons in accordance with the above protocols

Signed: ..... (parent) Date: .....

Pupil's name: ..... Class: .....

Or for staff:.....

I have read and understand the above protocols for use of live-streamed lessons

Signed: .....