



St Nicholas Catholic High School

Remote Learning Plan

Specific Aims

1. To outline St Nicholas Catholic High School's approach for students that are unable to attend school due to continued shielding, household isolation or contact isolation in relation to Covid-19.
2. To outline St Nicholas Catholic High School's approach for staff when there has been a partial or full closure.

Who is the plan applicable to?

In line with Government guidance, this plan is applicable to students, staff and families required to self-isolate if they display any of the following symptoms:

- A new continuous cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste

Why is this Plan required?

To ensure that St Nicholas Catholic High School responds appropriately to Government guidance issued on 10th September 2020 and October 1st 2020.

Government Guidance

The following extracts are taken from Guidance for full opening: Schools (gov.uk, 10th September 2020)

Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity as set out in the [action for all schools and local authorities section](#).

Remote education

Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the

most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

2. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

All schools are therefore 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.

Contingency plans for outbreaks

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on [remote education support](#).

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. Our remote learning plan has been designed to impact minimally on staff and is informed by the staff skills audit undertaken in September. Staff are able to select which methods they believe are the most appropriate for their classes as an informed and free professional choice within the parameters of the recent Government guidance.

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.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

Outline of St Nicholas Catholic High School Remote Provision

St Nicholas Catholic High School is committed to providing continuity of education for its students in the event of a partial or extended school closure. All members of teaching staff have been provided with a Laptop to enable remote working. St Nicholas will provide remote learning activities for any individual student who is required to isolate as per Government guidance. This provision does not apply to students who are ill (coded I).

Through the platform of Microsoft Teams we will endeavour that students have access to synchronous or asynchronous lessons that will enable them to follow their timetable of the school day.

In line with the Government's 'tiered' approach to school closure, the school will take advice from the Local Authority and the Diocese regarding school opening arrangements for staff in the event of a tier 2,3 or 4 decision having to be made. Where members of staff would prefer deliver their lessons on school site, provision will be made to deliver these from school site wherever possible.

The exact provision that will be adopted will depend on the different Tiers outlined by the Government.