

# Continuation of Learning Provision

St. Michael's provides a blended approach to online provision. Blended provision means that we deliver both recorded and live learning engagements set, differentiated and led by teachers. We have a child centred approach to learning which places importance on the whole child. With this in mind the blended approach to online learning allows us to support and develop all children each of whom has a range of learning styles, abilities and preferences. As part of a healthy balanced lifestyle the blended approach to learning limits screen time and allows families to set their own schedules giving them agency in their own learning. In addition, our provision is carefully planned to allow a balance between children needing access to a computer and active learning away from it. Feedback is given in a timely manner and in a range of ways, both in daily live meetings and via Google Classroom. In addition to the daily live sessions there are twice-weekly live assemblies which creates and develops a sense of community. To support our commitment to safeguarding we ask that a parent is within camera shot during live sessions.

This document outlines the continuation of learning via digital provision should education in person be interrupted in the following, exceptional circumstances.

1. A year group 'bubble bursts' meaning that both form tutors and a full year group of children have to isolate.
2. A schoolwide *firebreak or lockdown* directed by the government. This would be a country or county-wide directed closure of educational institutions for a short period of time.

	Provision	Teachers roles and responsibilities
<b>Foundation Stage</b> (Nursery & Reception)	<ol style="list-style-type: none"> <li>1. Daily check-in meet for 'Show and Tell'</li> <li>2. Pre-recorded or live phonics or maths</li> <li>3. Live hour for parents to check-in and ask any questions/raise any concerns (10:45 - 11:45 &amp; 2:30 - 3:30)</li> <li>4. Task sheet relating to other areas of learning and direct parents to pick 1 or 2 tasks a day</li> </ol>	<ol style="list-style-type: none"> <li>1. Two teachers should be present on calls/live lessons. One teacher to lead and the other to be present for support/questions</li> <li>2. One teacher to pre-record lesson and then video to be used by both classes - alternate responsibility</li> <li>3. Teachers to create a task list with a range of activities relating to the 7 areas of learning. This should comprise of mostly active activities, which can be completed at the parents own pace. No formal marking.</li> </ol>

	Provision	Teachers roles and responsibilities
<b>Pre-Prep</b> (Years 1 & 2)	<ol style="list-style-type: none"> <li>1. A once-daily check-in meet or live teaching session for phonics or maths</li> <li>2. A pre-recorded phonics or maths session on the Google Classroom</li> <li>3. A project-based activity to be completed independently at the family's own pace.</li> <li>4. Specialist subjects as appropriate delivered by subject specialists according to timetable</li> </ol>	<ol style="list-style-type: none"> <li>1. Two teachers should be present on this call. Teachers can either team teach or one to teach and the other teacher to provide digital support and field questions etc. Teachers' professional judgement should be used to decide how best to proceed.</li> <li>2. One teacher to record teaching sessions and it to be used by both classes in the year group.</li> <li>3. Teachers pre-set a project guide. This should be cross-curricular and allow children to explore and demonstrate different learning styles. Ideally, screen time would be kept to a minimum. Marking and feedback would only be provided once the children have returned to school. No formal grading.</li> </ol>
<b>Prep</b> (Years 3-6)	<ol style="list-style-type: none"> <li>1. <b>Daily</b> live 20 minutes PSHE catch up / assemble together time with Form teacher at a specific time.</li> <li>2. All curriculum lessons to be set on Google classroom with video introduction so that the child can access their learning at a time convenient with their parents' home/work/life pattern.</li> <li>3. <b>Daily</b> afternoon surgery, live Google Meets to enable children who need support in their English and Maths tasks.</li> <li>4. Weekly Year 5 Selection Test Booster Club</li> </ol>	<ol style="list-style-type: none"> <li>1. Year group colleague to support virtually.</li> <li>2. Teachers to set appropriate work with a view to encouraging time away from the screen for the child. Use of Screencastify to record lesson introduction to ensure that the lesson is accessible without a long list of instructions. Regular scrutiny of child's work and appropriate feedback so that the child and parent are made aware of progress and points to work on.</li> </ol>
<b>Whole School</b>	<ol style="list-style-type: none"> <li>1. Live assembly from 1.20pm on Mondays and Fridays</li> <li>2. Weekly collection of House Points</li> <li>3. Appropriate and timely celebration of usually special times of the year, i.e. Christingle, Candlemas</li> </ol>	