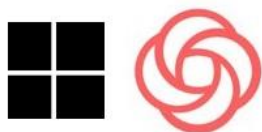


Saint Benedict Remote Learning Plans

We will use remote learning when the whole class is learning from home, using the following principles.

1. Tutor time activities will be set each morning using Satchel: One. All pupils will access and complete the activity. Pastoral teams – including Heads of Year, Pastoral Support Assistants and Tutors - will check, daily, to ensure all tutees have accessed, completed and responded to the activity set. Pupils who do not access Satchel: One will be contacted during the day by a member of the Pastoral Team. Every pupil directed to work from home or, who is self-isolating, will be contacted by a member of the Pastoral Team each week they are not in school.
2. The normal timetable will be followed. Subjects should set approx. 40 minutes worth of work for each lesson.
3. The normal curriculum content will be followed as closely as possible, though not necessarily in the usual sequence.
4. Teachers will set a range of activities, so that there is a useful balance between recall and consolidation of previously taught content, and new content.
5. In Key Stage Three, each subject will include an element of video explanation at least once a week. This may be recorded using Loom, or may be from Oak National Academy or a similar platform.
6. In Key Stage Four and Five, each will include an element of video explanation at least every other lesson. This may be recorded using Loom, or may be from Oak National Academy or a similar platform.
7. In Key Stage Five, at the teacher's discretion, live lessons may be taught, but this must not be to the detriment of any pupil who is unable to take part in a live lesson. All safeguarding guidelines must be strictly adhered to.
8. Feedback should be given in line with the schools feedback policy.
9. If not covered by 5, 6, 7 or 8, each class will receive a short encouraging audio message from their class teacher at least once a fortnight.

Guidance for Staff - Safeguarding for Pre-Recording Online learning



Only use recording software and platforms that school have recommended.



Lessons should be set on Satchel One and available for the timetabled period.



Consider dress code and wear appropriate clothing for the workplace when recording.



Follow the Staff code of Conduct at all times.



Record with a neutral background or if possible, blur the background.



Save all videos onto SharePoint/Stream and label with date and time.

Guidance for Staff – Safeguarding for 1-1 Conversations with pupils using Microsoft Teams



Only use Microsoft Teams when conducting "Live" sessions.



Calls should only be made during school hours.



Consider dress code and wear appropriate clothing for the workplace.



Prepare for the call and remain focussed on school/academic work.



Follow the Staff code of Conduct at all times.



If at home, make calls from a communal workspace that is **not a bedroom**



Try to video with a neutral background or if possible, blur the background.



Log the details of the communication on SIMS.

Guidance for staff - Safeguarding for **Live Online learning** with Microsoft Teams



Only use Microsoft Teams when conducting "Live" sessions.



Turn settings to mute and block pupil's camera's



Lessons should only take place during school hours and a record made of date/time.



Consider dress code and wear appropriate clothing for the workplace.



Follow the Staff code of Conduct at all times.



If at home, deliver from a communal workspace that is **not a bedroom**



Record with a neutral background or if possible, blur the background.



Remain focussed on school/academic work and avoid personal conversations.

Guidance for Pupils and Parents – Safeguarding for 1-1 conversations with Staff using Microsoft Teams



Parents/Carers will need to consent in writing before we can make a 1-1 online call (Email is fine).



Calls will only happen during school hours of 9am-3pm and will always be pre-arranged.



Teachers will only be able to use Microsoft Teams for video calling.



Pupils need to prepare for the conversation. Write questions down before the call and take notes during.



Pupils must dress appropriately.
(No pyjamas or clothing that would be inappropriate for school)



Teams calls must take place from a communal room with doors open.
Do not use a bedroom

Business & Computing

Key Stage	Platform	Structure	Feedback
KS3 Computer science	Work signposted on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum topic – one at start of topic and one at mid point Teacher input and work set on Google Classroom (GC)	8 lesson cycle per project. Input/ information sharing Task setting, Student practice and completion of tasks.	Students to upload project at end of 8 week cycle via Google Classroom Teachers to provide feedback in response, again using GC
KS4 Computer Science	Work signposted on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum topic – every other lesson Teacher input and work set on Google Classroom (GC) including use of e-learning resource	Input/ information sharing Task setting, Student practice and completion of tasks.	Students to upload work via GC as directed by teacher Teacher marks and feedback via GC as appropriate
KS4 Business	Work set on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum topic – every other lesson including use of e-learning resource	Input/ information sharing Task setting, Student practice and completion of tasks.	Students hand in completed tasks by upload to Satchel as directed by teacher Teacher reviews work submitted and provides feedback on Satchel
KS5 Business	Work set on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum topic – every other lesson including use of e-learning resource Use of live lessons	Input/ information sharing Task setting, Student practice and completion of tasks.	Students hand in completed tasks by upload to Satchel as directed by teacher Teacher reviews work submitted and provides feedback on Satchel.

Design And Technology

Remote learning will be used when the whole class is learning from home
 Approximately 40 mins worth of work shall be set per lesson, this allows for the usual amount of a normal classroom lesson that students would have been fully engaged in a task.
 The normal curriculum content will be followed as closely as possible, although not necessarily in the usual sequence and doesn't have to be set for the usual time day, just on that day the lesson is timetabled for
 Try to set a range of activities so that there is a balance between recall and new content
 Feedback should be in line with school policy, does not have to be written but could be done on SMHW as a response

Key Stage	
KS3	<p>A combination of work set from knowledge organisers and video resources We can set work direct from booklet as long as we copy the page and attach it in SMHW as a PDF, also work could be set that referenced work previously done in class as a recall task We can also reference a page of the relevant KO and set a series of questions related to that topic or ask students to create an information sheet based upon the information. Or copy a link to a video that relates to the project being taught and set questions or a quiz relating to that video. The video should be used to show and help explain a concept Loom is to be used where you have to help explain each work task to the students, where relevant (for example, try and use Loom in the majority of set tasks that would benefit from its use but if it's a quiz set for another lesson then loom may not necessarily be beneficial. The recommendation is that some video explanation will be used once per week. If class has not had a video message as part of a lesson then a recorded voice message will be sent to each class once a fortnight Quizzes are easier to mark, (self-marking) and they are a better record of who has completed the work Teachers are to set work for their own classes and not share year groups or topics.</p>
KS4	<p>Work to be set that relates to the classroom topic as far as possible. Video content must be at least every other lesson Controlled assessment work can be set to current exam board guidelines Exam theory work content may be set</p>
KS5	<p>Same as KS4 but live lessons maybe taught if you are confident enough to and you adhere to safeguarding guidelines All work to be set on SMHW. If it is easier to set work for KS4 and KS5 via email that is fine but a reference must be made on SMHW as well</p>

Key Stage	Platform	Structure	Feedback
KS3	Set homework on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum YouTube can be used for further support	3x Content 1x KBR 1x Grammar	Pupils to email staff 1 extended piece once a fortnight (KBR piece). Staff to use Loom to give pupils feedback on their work. Link to Loom feedback to be given through Satchel.
KS4	Set homework on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum YouTube can be used for further support	3x Literature 1x Timed Practice/KBR 1 X Independent study 3x Language 1x Timed Practice	Pupils to email staff 1 extended piece of work a week (KBR piece). Staff to use Loom to give pupils feedback on their work. Link to Loom feedback to be given through Satchel.
KS5	Set homework on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum. Use of live lessons YouTube can be used for further support	As per timetabled.	1 piece of extended work handed in – this will be alternated between teachers/module. Pupils to use email. Use Loom/ comments on work to give feedback. Email feedback/ work.

Humanities

Key Stage	Platform	Structure	Feedback
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KS3	Set work on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum - 1 per cycle (at least once every 3 lessons) Other platforms can be used for further support/explanation/illustration (no log on/password required)	2 x content 1 x KB consolidation of prior learning.	Pupils to email staff 1 extended piece of writing every 8 lessons. Staff to use Loom to give pupils feedback on their work. Feedback on work (including BOOST tasks) and link to Loom feedback to be given through Satchel.
KS4	Set work on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum – 2 per 5 lesson cycle. Other platforms can be used for further support/explanation/illustration (no log on/password required)	Geog/Soc: 4 x content 1 x KB consolidation History: (Yr10) 4 x content 1 x KB consolidation History: (Yr11) 3x content 1 x KB consolidation 1 x exam skills	Pupils to email staff 1 extended piece of writing at least every 8 lessons. Staff to use Loom to give pupils feedback on their work. Feedback on work (including BOOST tasks) and link to Loom feedback to be given through Satchel.
KS5	Set work on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum. Use of live lessons Other platforms can be used for further support/explanation/illustration (no log on/password required)	As per timetabled.	Pupils to email staff 1 extended piece of writing at least every 8 lessons. Students can use email as well as Satchel One Use Loom/ comments on work to give feedback. Email or Satchel One to be used to give feedback.

Maths

Key Stage	Platform	Structure	Feedback
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KS3	Set work on Satchel as per timetable per teacher on the day. Setting of work from Hegarty Worksheet provided for extension or support on Satchel	Video and work to total 40minutes As per SOW	Each student to have detailed feedback at least once per week. Regardless of success. Correct one question for each task.
KS4	Set work on Satchel as per timetable per teacher on the day. Setting of work from Hegarty Worksheet provided for extension or support on Satchel	Video and work to total 40minutes As per SOW	Each student to have detailed feedback at least once per week. Regardless of success. Correct one question for each task.
KS5	Loom video explanation on lesson's task	Task and exercise from text book As per SOW	Student to return completed questions for exercise per lesson. Feedback on targeted question per exercise.

Key Stage	Platform	Structure	Feedback
KS3 and KS4 Core	Set homework on Satchel as per timetable per teacher on the day. Create PE you tube channel with correct technique put on their	Every 6 lessons a quiz would be set on work being set	Produce through satchel one quiz marks You tube channel for correct technique
KS4	Set homework on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum (when needed)	Yr. 10 look at sports injuries to Jan Jan to June will be coursework Yr. 11 Coursework	Pupils to share coursework on one drive to receive feedback form teacher periodically with deadlines been set Exam group will do past papers and exam questions to be given individual feedback every 8 lessons at least and through Satchel 1 quizzes
KS5	Set homework on Satchel as per timetable per teacher on the day. Setting of Loom videos of curriculum. Use of live lessons (where applicable for Yr. 12)	Y12 exam based and 1 piece of coursework. Yr. 13 complete coursework and one exam	Pupils to share coursework on one drive to receive feedback form teacher periodically with deadlines been set Email feedback/ work. Exams questions marked

Creative & Performing Arts

Key Stage	Platform	Structure	Feedback
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KS3	Set homework on Satchel as per timetable per teacher on the day. Curated YouTube clips Video Materials with Voice Overs / Loom	Either 1 KBR Or 1 Skills based task	Link to Loom feedback to be given through Satchel. SMH to provide answers to quiz Art work to be uploaded onto SMH Comments box used to respond
KS4	Set work on Satchel as per timetable per teacher on the day. Bespoke milestone tutorials to be created by each department and shared on SMH One note and teams to be used as a way to share files track students work and understanding and share exemplar materials Digital music software platform	The structure will depend on the time of year and where students have reached in their creative work. 1 lesson on recall 4 lesson on developing their creative ideas	Pupils to complete 1 extended piece of work a fortnight on One note. In Art students to upload work onto teams and feedback given through email on that group once a fortnight Exemplar material shared on Teams
KS5	Set homework on Satchel as per timetable per teacher on the day. Bespoke milestone tutorials to be created by each department and shared on SMH Use of live lessons One note and teams to be used as a way to share files and exemplar material Use of resources from NT online/ Digital drama	As per timetabled.	1 piece of extended work to be completed on one note Use Loom/ comments on work to give feedback especially for art

MFL

Key Stage	Platform	Structure	Feedback
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<p>KS3 Yr7</p> <p>4 lessons a fortnight</p>	<p>Set work on Satchel as per timetable per teacher on the day Setting of Loom videos at least once a fortnight for pronunciation purposes and oral quizzing</p>	<p>3x Content 1x quizlet task + spelling test OR 1x quiz</p>	<p>Pupils to use Satchel to upload photos of work Staff to use Loom to give pupils feedback on their work (link to Loom video as a class comment) – whole class For writing, short vocaroo.com feedback and put link onto Satchel comment – individual feedback</p>
<p>KS3 Yr8 & 9</p> <p>6 lessons a fortnight</p>	<p>Set work on Satchel as per timetable per teacher on the day Setting of Loom videos at least once a fortnight for pronunciation purposes and oral quizzing</p>	<p>4x Content 1x Grammar 1x quizlet task + spelling test OR 1x quiz</p>	<p>Pupils to use Satchel to upload photos of work Staff to use Loom to give pupils feedback on their work (link to Loom video as a class comment) – whole class For writing, short vocaroo.com feedback and put link onto Satchel comment – individual feedback</p>
<p>KS4</p> <p>5 lessons a fortnight</p>	<p>Set homework on Satchel as per timetable per teacher on the day Setting of Loom videos of curriculum YouTube can be used for further support</p>	<p>3x Content 1x Grammar 1x quizlet task + spelling test OR 1x quiz</p>	<p>Pupils to use Satchel to upload photos of work Staff to use Loom to give pupils feedback on their work (link to Loom video as a class comment) – whole class For writing, short vocaroo.com feedback and put link onto Satchel</p>
			<p>comment – individual feedback</p>

<p>KS5</p> <p>4 lessons a fortnight /teacher</p>	<p>Set homework on Satchel as per timetable per teacher on the day</p> <p>Setting of Loom videos of curriculum</p> <p>Use of live lessons</p> <p>YouTube can be used for further support</p>	<p>As per timetable</p>	<p>1 piece of extended work handed in – this will be alternated between teachers/module</p> <p>Pupils to use email</p> <p>Use Loom/ comments on work to give feedback</p> <p>Email feedback, it can be on loom</p>
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Religious Studies

Components to be taught in the Eduqas RS route B program of Study:

Component 1 – Foundational Catholic Theology

Split into two areas referred to 1.1 and 1.2

Component 2 – Applied Catholic Theology

Split into two areas referred to 2.1 and 2.2 Component

3 – Study of a world faith – Judaism.

Current Cohort of year 11 have currently studied

C3 – Studied in year 9 (2018/19) Completed required study

C1.1 - Studied in year 10 (2019/20) Completed required study

C1.2 - began studying in year 10 from Feb half term (2019/20)

Lockdown – Recall work

C1.2 and C1.1 - Worked on recall during lockdown March to June

C1.2 Worked on as new learning and recall during lockdown June to Summer

Remaining work to cover

C2.1 and C2.2 - This is the normal area of study for Year 11 C1.2

last half.

Autumn 1

Students will study C 2 during this half term following the normal year 11 curriculum. Missed knowledge to be drip fed into teaching as the curriculum unfolds to help with linking between components

Homework will be focused on recall and independence of all previous course content. We will be following the normal curriculum map and program of study.

Autumn 2

Students will work on C 2 and prepare for year 11 PPE's.

Preparation will include a "how to answer ESQ session", with a Loom video to use at home alongside Practice questions

Missed knowledge to be drip fed into teaching as the curriculum unfolds to help with linking between components

Homework will be focused on recall and independence tasks of previously taught content. We will be following the normal curriculum map and program of study.

Spring 1

Students will study C 2 during this half term following the normal year 11 curriculum. Missed knowledge to be drip fed into teaching as the curriculum unfolds to help with linking between components

Homework will be focused on recall and independence of all previous course content. We will be following the normal curriculum map and program of study.

Spring 2 and early summer 2

This time is normally set aside for a program of recall and independence. This year we shall teach Component 1.2 again.

The teaching of this will require department information being collated (in hand) to determine what has been covered so a bespoke package can be taught.

This will run alongside a Homework plan focused on recall and independence tasks of previously taught content. Specific reference to Judaism.

Addition.

Students will be given a series of Exam Style Questions in booklet form to complete along with the previously mentioned loom video on exam skills, allowing teachers to focus more fully on content knowledge.

Science

Year group	Platform	Content	Feedback
Years 7 - 8	Set tasks using Team Satchel as per timetable per teacher on the day	Instruction sheet with specified tasks Loomed PP or a video explanation Use of KO, mastery questions and Tassomai Opportunities for support and extension	Feedback to be written via email, Team Satchel or Loomed. Once a fortnight: 1. Engagement with Tassomai 2. Designated piece of work highlighted on instruction sheet Per teacher
Years 9-11	Set tasks using Team Satchel as per timetable per teacher on the day	Instruction sheet with specified tasks Loomed PP or a video explanation Use of KO, mastery questions and Tassomai Opportunities for support and extension	Feedback to be written via email, Team Satchel or Loomed. Once a fortnight: 1. Engagement with Tassomai 2. Designated piece of work highlighted on instruction sheet e.g. extended piece (exam question, required practical, story of a cheese sandwich) Per teacher
Y12 and 13	Set tasks using Team Satchel as per timetable per teacher on the day	Live lessons (if appropriate), Loom videos or video explanation with resources to support lesson	2 x fortnight specified task to be returned to each teacher Feedback to be written via email or Team Satchel or Loomed