

Friendship – Hope – Respect – Trust – Forgiveness



St Paul's CE Primary School

# Remote Learning Plan & Approach



Inspiring Children to Create a Better Christian World

## Rationale

At St Paul's we understand the need to continually deliver high quality education. This includes periods of remote learning, whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. Our school's graduated approach outlines how we will deliver remote education during the pandemic.

This action plan will enable to school to be ready to deliver the school's graduated approach to remote learning. This action plan is constantly evolving, as situations; some, which will be unforeseen, arise. We are constantly building on our capacity to educate pupils remotely, using a vast array of tools, techniques and technology.

Infrastructure	Current Position	Actions
<p>Review:</p> <ul style="list-style-type: none"> <li>• Safeguarding Policy</li> <li>• Online Safeguarding Policy</li> <li>• Acceptable Use Policy</li> <li>• GDPR Policy</li> <li>• Cyber Security (including monitoring and reporting)</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have had recent training in Safeguarding</li> <li>• Children sign the Acceptable Use Policy at the beginning of each academic year</li> <li>• Online safety forms part of the computing curriculum</li> <li>• School takes part in Safer Internet Day each year</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to have read KCSIE September 2020</li> <li>• All staff to sign register</li> <li>• To ensure that all policies have been updated in line with this policy and with special regard to Annex C</li> <li>• To ensure that children have current online safety lessons within school, before any class closures or lockdowns</li> <li>• To ensure that Acceptable Use Policy is signed by parents ASAP in September</li> </ul>
<p>Access to high quality remote education resources including hardware and software</p>	<ul style="list-style-type: none"> <li>• All work set previously was paper based, delivered to homes on a 2 week cycle from March to July. Any remote learning was set in addition to the paper based learning</li> <li>• Previously used remote education resources: <ul style="list-style-type: none"> <li>○ Active Learn (reading)</li> <li>○ Times Table Rock Stars (Times Tables)</li> <li>○ Purple Mash (computing)</li> <li>○ Frog Play (reading and maths)</li> <li>○ Teachers uploaded clips on to the school website for children to watch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To survey the parents/carers to ascertain what Internet accessibility they have at home and what access the children have to devices other than phones</li> <li>• Computing lead to organise: <ul style="list-style-type: none"> <li>○ 'How to' Guides for staff and children for Google Classroom.</li> <li>○ Google Classroom logins for all staff and children</li> </ul> </li> </ul>

<p>Training for staff to be to use resources effectively and plan for and deliver 'blended learning'</p>	<ul style="list-style-type: none"> <li>• Staff were already using the following programs effectively prior to lockdown and continued to do so with their classes: <ul style="list-style-type: none"> <li>○ Active Learn (reading)</li> <li>○ Times Table Rock Stars (Times Tables)</li> <li>○ Purple Mash (computing)</li> <li>○ Frog Play (reading and maths)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff receive training on Google Classroom</li> <li>• Staff to begin to use Google Classroom to set homework so that they have a better understanding of the program</li> </ul>
<p>Online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.</p>	<p>During National Lockdown</p> <ul style="list-style-type: none"> <li>• The expectations were for pupils to complete paper based consolidation rather than new learning</li> <li>• Teachers posted 'How to' clips, answers to work, phonics lessons, story times on school website, using YouTube or TikTok clips</li> </ul>	<p>Google Classroom will be the program through which all new learning takes place</p> <p>Please see the school's Graduation Approach as to how this will be achieved</p>
<p>Resources for</p> <ul style="list-style-type: none"> <li>• Pupils who do not have suitable online access</li> <li>• Younger pupils - where access may be limited due to the age of the child</li> <li>• SEND pupils - where access may be limited to the academic needs of the child</li> <li>• EAL pupils - where access maybe limited due to the language needs of the child</li> </ul> <p>(For example, textbooks, workbooks, equipment, ruler and pencils etc)</p>	<p>All children were provided with:</p> <ul style="list-style-type: none"> <li>• Pen/pencil</li> <li>• Rubber</li> <li>• Ruler</li> <li>• Pencil sharpener</li> <li>• Coloured pencils (one per family)</li> <li>• Exercise book</li> <li>• Reading books</li> <li>• Age related workbooks with work for 2 weeks. Hand delivered, renewed every 2 weeks</li> <li>• Access to: <ul style="list-style-type: none"> <li>○ Bug club</li> <li>○ Times Tables Rockstars</li> <li>○ Frog Play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The school's curriculum will continue to be delivered through Google classroom</li> <li>• Please see below provision made for vulnerable groups in terms of support</li> <li>• School will ascertain who may need help with accessing the internet and/or a device</li> </ul>
<p>Engagement with families to enable them to</p>	<ul style="list-style-type: none"> <li>• All children were contacted, by their</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with Google Classroom to</li> </ul>

<p>support their child's learning and to ensure their children are using online resources safely.</p>	<p>teachers, on a daily basis. This was through Teachers2Parents text messaging service and this was a motivational message</p> <ul style="list-style-type: none"> <li>• Class emails were set up so that parents could email work and messages to class teachers. These emails were replied to via phone</li> <li>• All children were phoned by a member of staff. The frequencies of these phone calls were based on a hierarchy of need and/or vulnerability. The most frequent being twice a week, for the most vulnerable to once a fortnight for children with no extra needs</li> <li>• Photographs of work were posted on the school's website</li> </ul>	<p>begin as soon as staff have had training, so that parents are familiar with the program before class closures or lockdowns</p> <ul style="list-style-type: none"> <li>• Parents will be encouraged to ask questions and/or advice through class emails regarding the work set as homework</li> <li>• Vulnerable families will receive support within school. (Please see graduated approach)</li> <li>• Phone calls home to parents would continue as before.</li> <li>• Weekly 'live' well being meetings will be held, with small groups of children, by each class teacher via Google Classroom</li> </ul>
Curriculum	Current Position	Actions
<p>A curriculum that allows access to high-quality online and offline resources and that it is linked to the school's broad and ambitious curriculum expectations and intent.</p>	<ul style="list-style-type: none"> <li>• Each year's curriculum overview for the school year is posted on the website</li> <li>• The school will continue to deliver this curriculum to the children, unless restrictions for some lesson and/or curriculum areas mean that there needs to be changes. Eg Art, DT, PE, etc. The planned work would be changed to allow children to be able</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and TAs to start to use Google Classroom for homework, so that staff, children and parents, alike, will have the opportunity to get used to using the program</li> <li>• SLT and SENDCO to devise a plan for length of delivery, learning time across the whole school, to enable every child to be able to have access to online learning</li> </ul>

	<p>to complete the lesson at home</p>	<ul style="list-style-type: none"> <li>• Staff training on expectations on the delivery of a remote curriculum</li> <li>• Staff make and upload some consolidation activities on to Google Classroom in preparation for individual children to have to self isolate</li> </ul>
<p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally.</p>	<p>During lockdown</p> <ul style="list-style-type: none"> <li>• The work the school sent home to the children was mainly consolidation and this was paper based</li> <li>• There was limited new learning opportunities at this time, due to the unknown of how many families had internet access</li> <li>• Some new learning was posted on the school's website</li> <li>• All work was sequential from the starting points of the consolidation</li> </ul>	<p>Remote learning will continue to follow the schools curriculum. Staff will need to:</p> <ul style="list-style-type: none"> <li>• Record daily teaching clips as per the school's graduated approach</li> <li>• Source other clips/websites etc that the children can use as well or instead of his/her daily input</li> <li>• Ensure that the staff follow the school Remote Learning Policy</li> </ul>
<p>Identify which elements of the curriculum can be covered via remote learning and which will need to be taught in school such as science experiments.</p>	<ul style="list-style-type: none"> <li>• During lockdown the emphasis was on: <ul style="list-style-type: none"> <li>○ Maths</li> <li>○ English</li> <li>○ Reading</li> <li>○ Themed mini projects</li> <li>○ Spellings</li> <li>○ Times tables (Y2 - 6)</li> </ul> </li> <li>• This home learning was based on consolidating the skills, knowledge and understanding that the children had previously learnt</li> <li>• The tools and schemes that we used</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers will identify which key skills can be taught competently through remote learning</li> <li>• Our Graduated Approach sets out the school will continue to teach consistency in line with year plans; however, some themes/subject may need to be adapted to enable remote learning to continue. This will need to be actioned only at the point of delivery, with approval from the head teacher</li> </ul>

	to deliver the curriculum in school was mirrored in the home learning packs (Talk4Writing, White Rose Hub Maths, etc)	
Plan for the equivalent length in core teaching time, ideally including daily contact with teachers.	<ul style="list-style-type: none"> <li>• During lockdown work was provided that was equivalent to the amount of time a child would spend working in school in the following subjects: <ul style="list-style-type: none"> <li>○ Maths</li> <li>○ English</li> <li>○ Reading</li> <li>○ Times Tables</li> <li>○ Spelling</li> </ul> </li> <li>• In other subjects this was more on a rota basis</li> </ul>	<ul style="list-style-type: none"> <li>• See the school's graduated approach to remote learning</li> </ul>
Set assignments, so that pupils have meaningful and ambitious work each day in a number of different subjects.	<ul style="list-style-type: none"> <li>• During lockdown work was provided that was equivalent to the amount of time a child would spend working in school.in the following subjects: <ul style="list-style-type: none"> <li>○ Maths</li> <li>○ English</li> <li>○ Reading</li> <li>○ Times Tables</li> <li>○ Spelling</li> </ul> </li> <li>• In other subjects this was more on a rota basis</li> <li>• When the school is open we provide a broad and balanced curriculum that is inclusive and accessible for all</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom allows for this</li> <li>• Teachers wherever possible will continue with the planned curriculum, except for exceptions previously mentioned in this plan</li> </ul>
Ensure clarity about what is intended to be	<ul style="list-style-type: none"> <li>• During lockdown the workbooks which</li> </ul>	<ul style="list-style-type: none"> <li>• Children will take home information</li> </ul>

<p>taught and practised in each subject.</p>	<p>were delivered to children mirrored the format for learning in school, this made it accessible to children</p> <ul style="list-style-type: none"> <li>• The booklets were child friendly, with age appropriate explanations as what was expected</li> <li>• The school provided explanations to the parents about activities the children would receive in their learning booklets</li> <li>• Explanations and 'how to' clips were put on the school website</li> </ul>	<p>that will inform themselves and their parents/carer about how the curriculum will be followed during any school closures</p> <ul style="list-style-type: none"> <li>• This will be achieved through daily video clips and explanation through work set on Google Classroom</li> <li>• Children will be provided with a weekly timetable to follow</li> </ul>
<p>Where appropriate enable pupils to collaborate on tasks and share their learning with other members of the class.</p>	<ul style="list-style-type: none"> <li>• There was no opportunity for this in lockdown other than shared work and photographs on the school website</li> </ul>	<ul style="list-style-type: none"> <li>• See the school's graduated approach to remote learning</li> </ul>
<p>Clear explanations of new content that is delivered by a teacher in the school or through high quality curriculum resources and/or videos.</p>	<ul style="list-style-type: none"> <li>• There was no live teaching due lockdown. The work was explained through the workbook and supplemented by online guides, video clips and answers</li> </ul>	<ul style="list-style-type: none"> <li>• This is set out in the School's Remote Learning Policy and the graduated approach (see below)</li> </ul>
<p>Set clear expectations on how regularly teachers will check work.</p>	<ul style="list-style-type: none"> <li>• After initial lockdown period, work was collected from families</li> <li>• There was little opportunity to offer individual feedback</li> </ul>	<ul style="list-style-type: none"> <li>• SLT to write a Remote Learning Policy that will set out all of the guidelines for staff to adhere to</li> <li>• 'How to' leaflets devised by the school, will set out clearly what is expected from children and parents.</li> </ul>
<p>Use a range of assessment techniques to evaluate how well pupils are progressing through the curriculum, using questions and other suitable tasks.</p>	<ul style="list-style-type: none"> <li>• During lockdown the emphasis was more of consolidation of what the children had already learnt rather than on new learning.</li> <li>• Assessment of the children's</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to decide upon a long term plan as to how assessment may be used. This would depend on the length of lockdown.</li> <li>• Day-to-day assessment would be</li> </ul>



	progress was made by the collection and marking of the children's work.	achieved through the use of quizzes/assignments set by the teachers through <i>Google Classroom</i> .
Adjust curriculum plans of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	<ul style="list-style-type: none"> <li>• In lockdown the school had no facility for immediate monitoring or feedback.</li> <li>• The school had class emails which were used well by parents to discuss work, problems and successes.</li> </ul>	<ul style="list-style-type: none"> <li>• Work set will be differentiated to allow all children to access their learning</li> <li>• Support will be given to vulnerable groups.</li> <li>• Delivery through <i>Google classroom</i> will allow teachers to respond to individual children's progress through the work set, any misconceptions or problems.</li> </ul>
Provide individual 'catch up' for pupils who are struggling	<ul style="list-style-type: none"> <li>• 'Catch-up" is just beginning in school, as new teachers get to know the needs of their new class.</li> </ul>	<ul style="list-style-type: none"> <li>• Children highlighted will be offered more support in school.</li> </ul>

# Graduated Approach

Tier	Scenario	Aim	Approach	Monitoring
One	Individual children, families absent due to self-isolation - 14 days maximum	Consolidation	Workbook prepared by class teacher Online resources - consolidation based	Work will be collected on a weekly basis
Two	Class(es) closure - children and staff self isolating - 14 days maximum	Continuation of the curriculum - new learning	Online learning, teacher to complete remotely from home Paper based work for highlighted subject areas (eg handwriting)	Worked will be marked and returned to children through a variety of methods
Three	Whole school closure due to multiple confirmed cases - children and staff self-isolating - 14 days maximum	Continuation of the curriculum - new learning	Online learning, teacher(s) to complete remotely from home	Worked will be marked and returned to children through a variety of methods
Four	Whole school closure due to National or Local Lockdown. Staff not self-isolating. Unknown time frame School remains open for target groups	Continuation of the curriculum - new learning	Online learning for the majority of the school Online learning plus in school support for targeted groups.	Worked will be marked and returned to children through a variety of methods

## Tier One

A weekly workbook will contain consolidation activities in;	YG	How long will you expect the work to take the child to complete (minutes)							Online	Paper	How will support be given to vulnerable groups					Monitoring	Feedback
		R	1	2	3	4	5	6			SEND	EAL	SEMH	BEH	CU		
Maths	R - 6	5 10	10	15	20	25	30	35			Differentiated work in line with child's age and ability  Help from CLAS to provide language appropriate instructions (where possible)  Support through school via telephone class, email, text  Support through school via telephone class, email, text  Support through school via telephone class, email, text	Support through school via telephone class, email, text	Support through school via telephone class, email, text	Support through school via telephone class, email, text	Monitoring will be achieved once the child returns to school	Feedback will be given to the child on return to school.	
Number Bonds	1	--	10	--	--	--	--	--									
Times Tables	2 - 6	--	--	10	10	15	15	15									
Writing	R - 6	5 10	10	15	20	25	30	35									
Phonics	R - 6	10	10	15	--	--	--	--									
Guided Reading	2 - 6	--	--	20	20	20	20	20									
Reading	R - 6	10	10	15	20	25	30	35									
Spellings	2 - 6	--	--	10	10	10	15	15									
Handwriting	2 - 6	--	--	10	10	10	10	10									
Grammar	2 - 6	--	--	10	10	10	15	15									
RE	R - 6	10	10	15	20	25	30	35									



## Tier Two/Three

The expectations are:

<ul style="list-style-type: none"> <li>The teacher will prepare a teaching clip for each subject</li> </ul>	<p>That clip could be any of the following:</p> <ul style="list-style-type: none"> <li>Recorded video clip of the teacher, teaching the concepts, skills ,etc</li> <li>Recorded video clip of the teacher showing the children how to (this would be the teacher showing the children how to do something on paper, rather than 'talk &amp; board' - e.g maths calculation)</li> <li>A prepared slide show by the teacher</li> <li>A link to a YouTube video or other educational clip</li> <li>A link to a slide show</li> <li>A link to a website</li> <li>A television show or clip</li> </ul>		
<ul style="list-style-type: none"> <li>Frequency will be in line with school curriculum</li> </ul>	Daily	Weekly	Online Programs
	<ul style="list-style-type: none"> <li>Maths</li> <li>English/Writing</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting</li> <li>RE</li> <li>Science</li> <li>Geography or History</li> <li>Art/DT</li> <li>Music (if possible)</li> <li>French (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>Computing</li> <li>PE</li> <li>Times Tables</li> </ul>
<ul style="list-style-type: none"> <li>Contact with the class and between peers will be maintained by</li> </ul>	<ul style="list-style-type: none"> <li>Telephone welfare calls</li> <li>Daily motivational texts</li> <li>Pre-recorded learning activities</li> <li>Weekly Google Classroom live group meetings to ensure that the class have contact with their teacher and their peers. (Groups of no more than 12)</li> </ul>		

Subjects	YG	How long will you expect the work to take the child to complete (minutes)							Online	Paper	How will support be given to vulnerable groups					Monitoring	Feedback
		R	1	2	3	4	5	6			SEND	EAL	SEMH	BEH	CU		
Maths	R - 6	5 10	10	15	20	25	30	35			Differentiated work in line with child's age and ability	Help from CLAS to provide language appropriate instructions (where possible)	Support through school via telephone class, email, text	Support through school via telephone class, email, text	Support through school via telephone class, email, text	Monitoring will be achieved through Google Classroom. The class teacher can monitor what the children are watching, interacting with and completed work can be submitted	Feedback can be given to individual children/groups/the whole class through Google Classroom
Number Bonds	1	--	10	--	--	--	--	--									
Times Tables	2 - 6	--	--	10	10	15	15	15									
Writing	R - 6	5 10	10	15	20	25	30	35									
Phonics	R - 6	10	10	15	--	--	--	--									
Guided Reading	2 - 6	--	--	20	20	20	20	20									
Reading	R - 6	10	10	15	20	25	30	35									
Spellings	2 - 6	--	--	10	10	10	15	15									
Handwriting	2 - 6	--	--	10	10	10	10	10									
Grammar	2 - 6	--	--	10	10	10	15	15									
RE	R - 6	10	10	15	20	25	30	35									
History or Geography	R - 6	5 10	10	15	20	25	30	35									
Computing	1 - 6		10	10	15	15	20	20									
PE	R - 6	20	20	20	20	20	20	20									
Science	1 - 6	10	10	15	20	25	30	35									
Art/DT	R - 6	10	15	20	25	30	30	30									
French	3 - 6	--	--	--	10	10	15	15									
Music	R - 6	10	10	10	15	15	15	15									

## Tier Four

The expectations are:

<ul style="list-style-type: none"> <li>The teacher would prepare a teaching clip for each subject</li> </ul>	<p>That clip could be any of the following:</p> <ul style="list-style-type: none"> <li>Recorded video clip of the teacher, teaching the concepts, skills ,etc</li> <li>Recorded video clip of the teacher showing the children how to (this would be the teacher showing the children how to do something on paper, rather than 'talk &amp; board' - e.g maths calculation)</li> <li>A prepared slide show by the teacher</li> <li>A link to a YouTube video or other educational clip</li> <li>A link to a slide show</li> <li>A link to a website</li> <li>A television show or clip</li> </ul>		
<ul style="list-style-type: none"> <li>Frequency will be in line with school curriculum</li> </ul>	Daily	Weekly	Online Programs
	<ul style="list-style-type: none"> <li>Maths</li> <li>English/Writing</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting</li> <li>RE</li> <li>Science</li> <li>Geography or History</li> <li>Art/DT</li> <li>Music (if possible)</li> <li>French (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>Computing</li> <li>PE</li> <li>Times Tables</li> </ul>
<ul style="list-style-type: none"> <li>Contact with the class and between peers will be maintained by</li> </ul>	<ul style="list-style-type: none"> <li>Telephone welfare calls</li> <li>Daily motivational texts</li> <li>Pre-recorded learning activities</li> <li>Weekly Google Classroom live group meetings to ensure that the class have contact with their teacher and their peers. (Groups of no more than 12)</li> </ul>		

Subjects	YG	How long will you expect the work to take the child to complete (minutes)							Online	Paper	How will support be given to vulnerable groups. Also see extended provision for support below					Monitoring	Feedback
		R	1	2	3	4	5	6			SEND	EAL	SEMH	BEH	CU		
Maths	R - 6	5 10	10	15	20	25	30	35			Please see support as set out below.					Monitoring will be achieved through Google Classroom. The class teacher can monitor what the children are watching, interacting with and completed work can be submitted	Feedback can be given to individual children/groups/the whole class through Google Classroom
Number Bonds	1	--	10	--	--	--	--	--									
Times Tables	2 - 6	--	--	10	10	15	15	15									
Writing	R - 6	5 10	10	15	20	25	30	35									
Phonics	R - 6	10	10	15	--	--	--	--									
Guided Reading	2 - 6	--	--	20	20	20	20	20									
Reading	R - 6	10	10	15	20	25	30	35									
Spellings	2 - 6	--	--	10	10	10	15	15									
Handwriting	2 - 6	--	--	10	10	10	10	10									
Grammar	2 - 6	--	--	10	10	10	15	15									
RE	R - 6	10	10	15	20	25	30	35									
History or Geography	R - 6	5 10	10	15	20	25	30	35									
Computing	1 - 6		10	10	15	15	20	20									
PE	R - 6	20	20	20	20	20	20	20									
Science	1 - 6	10	10	15	20	25	30	35									
Art/DT	R - 6	10	15	20	25	30	30	30									
French	3 - 6	--	--	--	10	10	15	15									
Music	R - 6	10	10	10	15	15	15	15									



## Tier Four Support

The school would offer support to our most vulnerable children and other vulnerable groups as stated below.

**SEND** - During an extended period of Local or National Lockdown, children with SEND will be provided with additional in school support that is above and beyond the universal offer to all children.

	EHC Plans (10)	Support Plus (5)	Other SEND children on Code of Practice (23)
Support	Daily	3 days per week	2 days per week
With whom	1:1/ with SSA	2:1 with SSA	Small groups with designated TA in year groups
Time	2 hours (9 - 11)	2 hours (9 - 11)	2 hours (9 - 11)
Focus	Maths/English/IEPs	Maths/English/IEPs	Maths/English/IEPs

**Vulnerable Children** - During an extended period of Local or National Lockdown, vulnerable children will be provided with additional in school support.

	Level 1	Level 2	Level 3	Level 4
Support	Daily	Daily	3 days week	2 days a week
With whom	DHT/TA	CT/TA	CT/TA	CT/TA
Time	11 - 1 with lunch	11 - 1 with lunch	11 - 1 with lunch	11 - 1 with lunch
Focus	Mindfulness Maths & English	Mindfulness Maths & English	Mindfulness Maths & English	Mindfulness Maths & English

**EAL Children** - During an extended period of Local or National Lockdown, children with EAL will be provided with additional in school support.

	INA - No English	Early Acquisition	Developing Competency	Competent - Parents at Early Acquisition stage
Support	Daily	Daily	Daily	Daily
With whom	CT/TA	CT/TA	CT/TA	CT/TA
Time	11 - 12	11 - 12	11 - 12	11 - 12
Focus	Explanation of work Help with misconceptions	Explanation of work Help with misconceptions	Explanation of work Help with misconceptions	Explanation of work Help with misconceptions

**Children already highlighted as needing Catch Up** - During an extended period of Local or National Lockdown, children who have been identified as needing catch up will be provided with additional school support.

	Year 1 & Year 2	Year 3 & 4	Year 5	Year 6
Support	Weekly	Weekly	Weekly	Weekly
With whom	CT/TA	CT/TA	CT/TA	CT/TA
Time	12:30 - 1:30	12:30 - 1:30	12:30 - 1:30	12:30 - 1:30
Focus	Catch Up Interventions	Catch Up Interventions	Catch Up Interventions	Catch Up Interventions

**Key Worker** - During an extended period of Local or National Lockdown, children who are identified as children of key workers will be offered full time places if needed or in line with Government Guidance.