

# **An Excellent Education in School & An Excellent Education at Home**

## **Contingency planning for outbreaks**

November 2020

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> November 2020
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<b>Next review due by:</b>	November 2021
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## 1. Aims

**This learning at home and learning at school policy aims to create coherency, consistency and continuity for students, staff and parents as we plan for the academic year 2020-2021, making the school and home learning experience as similar as possible. We aim to achieve this by following our intentions as stated below and building on some of the excellent practice established in the setting up of the remote school during lockdown.**

### In our Planning

- Ensure consistency in the approach to remote learning and in school learning for students who are not in school and students who are in school
- Set out expectations for all members of the school community with regards to remote learning and in school learning
- Provide appropriate guidelines for data protection
- 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 to allow interaction, assessment, and feedback, and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- Recognise that younger students 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.

## **In our Teaching**

- Set assignments so that pupils have meaningful and ambitious work each day in several 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 and/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
- We will 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

## **In our Pastoral Care**

- Reward and recognise students who are learning well
- Support and intervene with students who are facing obstacles
- Monitor students daily and maintain regular contact either face to face or on the phone
- Identify vulnerable students quickly and bring them into school in the event of a localised lockdown that includes school
- Share relevant information quickly with subject teams, the SENDCO and the designated safeguarding lead
- Devise support plans for students based on achievement
- Lead an assembly each week for each year group that is placed on the website each Monday morning
- Maintain regular and updated contacts with students on the remote website and liaise with IBU
- Form teachers and Sixth Form tutors contact their form members by phone once every two weeks and feedback any concerns to PAL/DSL/ Directors of Sixth/ SENDCO
- For KS3/4 PAL will direct PLs and PSAs to maintain an overview of their students and arrange subsequent intervention when concerns are raised. Directors of Sixth Form and FBR to maintain an overview of their students and arrange subsequent intervention when concerns are raised. PAL to coordinate a weekly report of any concerns for KS3/4 and LHU/PRI to coordinate a weekly report of any concerns for KS5.
- Student attendance officers to support pastoral team making contact with home in periods of lockdown.

## **2. Roles and responsibilities**

### **2.1 Teachers**

When providing remote learning during a time of lockdown, teachers must be available between 8.25 am and 3pm and until 4.30pm on a Monday. If teachers are unable to work for any reason during this

time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

**Setting work:**

- Plan and upload live/loom lessons for all classes via ClassCharts
- Work is provided in the Activate Planning Format in PDF with all accompanying materials in PDF format
- A lesson with accompanying materials provided with a voice recording on **LOOM** is the agreed lesson format of the school for remote learning.
- In times of **in school learning when there is not a partial closure and all students are in school** staff will not provide ACTIVATE lesson explanations but instead will make clear reference to these sections as they happen in the live lesson. This will support better home learning in the event of a bubble lockdown etc. These sections are **ACTIVATE/ EXPLAIN/ PRACTISE/ REFLECT/ REVIEW**
- The learning provided must be equal to the time taught on the student's timetable
- All work for students must be uploaded on the day of their usual timetable in time for the lesson.
- Students are expected to upload work by 9am the following Monday
- Teachers will record positively students who have completed work that week by 12.15 pm on the day of collection- always the first day of the working week.
- KLA will recognise and reward excellence in times of in school learning and remote learning on a weekly basis
- During learning in school time homework will now be set and uploaded by staff to ClassCharts to establish and promote communication and links with home. See new information regarding the setting and frequency of homework during in school learning.
- Staff should communicate learning and pastoral concerns during times of remote learning as they would normally in times of in school learning. This will involve communicating with parents, students, subject/faculty leads and pastoral staff as best fits the need.
- The pastoral team will ensure that students without access to IT receive high quality work each week on paper to support their learning.
- For students with SEND The Bridge/Resourced Provision will provide appropriate paper based work.

**Providing feedback and Assessing work:**

- Staff will collect remote learning and homework from students via ClassCharts
- Staff will feedback weekly to groups during periods of lockdown and the quarantine of a bubble and a minimum of once every two weeks when the bubble is learning in school.
- These feedback sheets will be uploaded to ClassCharts for students to access.
- The feedback sheet will be uploaded to ClassCharts each week by 3.30pm on Monday one week after work has been submitted. E.g. work submitted Monday 7/9/20, feedback sheet uploaded by 3.30pm Monday 14/9/20.
- The feedback sheet will remain a feature of lessons as we return to teach in bubbles and are not able to walk around and give verbal feedback on pair work, written work and maintain social distancing. This will be uploaded to ClassCharts once every two weeks and encompass work in books and the teacher's main points of that week
- Staff can email their students on their school email from September 2020

- If a student is quarantining and well work will be provided for the student to complete at home.
- If a member of staff is quarantining and well remote lessons will be provided for their classes in the Activate format. A LOOM lesson is the preferred format.

Keeping in touch with students who are not in school and their parents –

- Contact with parents can be made on the phone and via ClassCharts' messaging/notice service
- Teachers will answer emails inside working hours
- For families that do not have access to ICT, students will receive paper copies of the whole class feedback sheet. This will be coordinated by PL/PSAs.
- In addition, students with SEND who have no access to ICT may be visited via 'doorstep visits'.
- Teachers who receive complaints or concerns from parents and pupils – for any safeguarding concerns should refer to the section below.
- Students who fail to complete work should be followed up in the usual way.
- Attending virtual meetings with staff, parents, and pupils –:
  - The normal staff dress code applies to meeting parents, students, and staff virtually
  - Staff will avoid areas with background noise and ensure nothing inappropriate is in the background

## **2.2 Teaching assistants (TAs/ HLTAs/Pastoral Assistants)**

When assisting with remote learning, teaching assistants must be available between 8.25 am and the end of their normal contracted day. If unable to work for any reason during this time, for example due to sickness or caring for a dependent this will be reported using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who are not in school with learning remotely

- Students in their department's care
- Following the direction of their department's lead see 2.7

Attending virtual meetings with staff, parents, and pupils –:

- The normal staff dress code applies to meeting parents, students, and staff virtually
- Staff will avoid areas with background noise and ensure nothing inappropriate is in the background

## **2.3 Faculty and Subject Leads**

Alongside their teaching responsibilities, Subject leads and Faculty Leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and ensuring changes are made and adhered to
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Ensuring that assessment of student learning for their subjects throughout bubble learning and remote learning is clear and well communicated
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through, regular meetings with teachers or by reviewing work set

This will include:

- Regular contact with subject teams at least once a week
- Reviewing the quality of work set and ensuring it is in line with school expectation to include:
  - Activate lesson format in PDF, Feedback Sheet in PDF,
  - Recording of completion of work weekly on ClassCharts
  - Sampling the quality of student work completed
  - Being aware of the direct contact with home their teachers have had
- Alerting teachers to resources they can use to teach their subject remotely
- Encouraging and supporting LOOM learning for all students in times of quarantine or lockdown.
- Ensuring all staff LOOM for students if they are at home but able to work ie for isolation from contact tracing
- FLs and subject leaders will send a weekly written report to their SLT link and SLA in the required format in periods of lockdown and bubble quarantine.

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-coordinating the remote learning approach across the school – Quality of Education Team (SLA/IBU)
- Monitoring the effectiveness of remote learning/ bubble learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents
- Ensuring a rigorous quality assurance of remote learning and bubble learning (CSC)
- Monitoring the security of remote learning systems, including data protection and safeguarding consideration.
- Maintain close and supportive contract with Faculty Links
- Maintain close and supportive links with one another
- All members of the Senior leadership will send a written report to SMA and their line manager in periods of lockdown and bubble quarantine.

## 2.5 Pastoral Teams

- Reward and recognise students who are learning well on a weekly basis
- Support and intervene with students who are facing obstacles
- Monitor students daily and maintain regular contact either face to face or on the phone
- Identify vulnerable students quickly and bring them into school in the event of a localised lockdown that includes school

- Share relevant information quickly with subject teams, the SENCO, and the designated safeguarding lead
- Devise support plans for students based on achievement
- Lead an assembly each week for each year group
- Maintain regular and updated contacts with students on the remote website and liaise with IBU
- Form teachers and Sixth Form tutors make contact with their form members once every two weeks and feedback any concerns to PLs/PAL/DSL/ Director of Sixth/ SENCO
- PLs will send a weekly written report to their SLT link and PLA/ELL in the required format. (insert link)

## **2.6 SENDCO, RP Lead and Pupil Premium Champion**

- Reward and recognise students who are learning well on a weekly basis
- Support and intervene with students who are facing obstacles
- Support and advise teachers on how best to support key students access their curriculum
- Monitor students weekly and maintain regular contact either face to face or on the phone
- Identify vulnerable students quickly and bring them into school in the event of a localised lockdown that includes school
- Share relevant information quickly with subject teams, the SENDCO and the designated safeguarding lead
- Devise support plans for students to help them maximise their achievement
- Maintain and regularly refresh the remote school website for The RP and The Bridge in a user-friendly format
- Maintain regular contact with HoF and SLT and communicate and identify areas to improve upon
- Key workers make contact with their students weekly and feedback information to PLs/PAL/DSL/SENDCO/RP lead
- The SENDCO/ RP/ Pupil Premium Champion will send a weekly written report period of lockdown and bubble quarantine to SMA/SLA in the required format. (insert link)

## **2.7 IT staff**

IT staff are responsible for:

- Fixing issues with ClassCharts to set and collect work
- Helping staff, students and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Staff can access IT support between the hours of 8am and 4pm in times of lockdown/during school time

## **2.8 Students and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

## 2.9 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## 3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject/ faculty lead or SENDCO
- Issues with behaviour/engagement – talk to the relevant PL and PAL
- Issues with IT – talk to IBU
- Issues with their own workload or wellbeing – talk with your line manager
- Concerns about data protection – talk to FAZ/ TGA
- Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members can:

- access the remote server via school/personal devices. Staff will need to have the software required to do this installed by the ICT support team.
- Staff may use a personal device or school equipment to access the remote server and software. A web portal has also been set up to allow staff access via the internet. The remote server gives staff access to SIMs, 4Matrix and all shared and personal drives on the school network.

The school has several online platforms used by different departments. The contact details for support are listed below.

- SIMs, ClassCharts, 4Matrix and GCSE Pod - [ictsupport@holyschool.uk](mailto:ictsupport@holyschool.uk)
- Active Learn French - [hfsfrench@holyschool.uk](mailto:hfsfrench@holyschool.uk)
- Active Learn Science - [hfsscience@holyschool.uk](mailto:hfsscience@holyschool.uk)
- Hegarty Maths - [hfsmaths@holyschool.uk](mailto:hfsmaths@holyschool.uk)

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as learning data, emails, student information as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

### 4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:



- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding, and child protection (including online safety) in the school. This will include

- ensuring the child protection policies are known, understood and used appropriately by staff, either working within the school or remotely and that staff are aware of how to contact members of the safeguarding team
- managing safeguarding referrals to children’s social care, the police, or other agencies in a timely manner
- taking part in strategy discussions and inter-agency meetings either in person, by telephone or via video link
- transferring the child protection file to a child’s new school through CPOMS or other suitable means
- organising training for staff through a suitable medium to maintain high levels of knowledge amongst staff both in the safeguarding team and within the wider school.
- Liaising with the nominated governor and Headteacher
- Maintaining a database of vulnerable students who will be contacted either by phone, video link or with a doorstep visit (adhering to local lockdown guidance) where circumstances deem it necessary and in compliance with safe working practices for home visits. This will be carried out by the safeguarding team for all students on a Child Protection Plan, at Child in Need or who receive Early Help, have an EHCP or who are Children Looked after at the following minimal intervals. Contact will be recorded via CPOMS and coded COVID 19. Other students who are causing concern or considered vulnerable by school staff may also be included.

<b>Vulnerability</b>	<b>Frequency of Contact</b>	<b>By Whom</b>
Child Protection Plan	At least weekly	DDSL
Child in Need	At least fortnightly	DDSL
Early Help	At least fortnightly	DDSL/PSA
Child Looked After	At least weekly	DDSL/DTCLA
EHCP	At least weekly	RP Staff/Bridge Staff/RP Lead/SENDSCO
Other	At least fortnightly	DDSL/PSA

Contact names and emails overleaf

Designation	Name	Email
Designated Safeguarding Lead	Mrs C Kane	<a href="mailto:ckane@holyfamilyschool.uk">ckane@holyfamilyschool.uk</a>
Deputy DSL (Y7)	Mrs J Moran	<a href="mailto:jmoran@holyfamilyschool.uk">jmoran@holyfamilyschool.uk</a>
Deputy DSL (Y8 and 9)	Mrs A Blake	<a href="mailto:ablake@holyfamilyschool.uk">ablake@holyfamilyschool.uk</a>
Deputy DSL (Y10 and11)	Mr K Ryan	<a href="mailto:kryan@holyfamilyschool.uk">kryan@holyfamilyschool.uk</a>
Deputy DSL (Y12 and 13)	Miss F Brown	<a href="mailto:fbrown@holyfamilyschool.uk">fbrown@holyfamilyschool.uk</a>
Deputy DSL (Mental Health)	Mrs J Butterfield	<a href="mailto:jbutterfield@holyfamilyschool.uk">jbutterfield@holyfamilyschool.uk</a>
Deputy DSL (SEND)	Miss A Pritchard	<a href="mailto:apritchard@holyfamilyschool.uk">apritchard@holyfamilyschool.uk</a>
Chair of Governors	Mrs J Farrell	<a href="mailto:chairofgovernors@holyfamilyschool.uk">chairofgovernors@holyfamilyschool.uk</a>
Interim Headteacher	Ms S Mather	<a href="mailto:office@holyfamilyschool.uk">office@holyfamilyschool.uk</a>

- The COVID 19 appendix to the safeguarding policy details arrangements for Safeguarding during this period.

## 6. Monitoring arrangements

This policy will be reviewed after each use by SMA

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Homework policy
- Feedback and Assessment Policy

# Appendix 1 Immediate Access to Remote Education

## *Individual Students in isolation at home*

- This system is for **individual students** isolating at home for reasons relating to coronavirus. This is **not** for whole year groups, a class quarantining, Tier 2, or a full lockdown.
- All these students will receive one phone call home every five days during the period of their isolation from their PL/PSA in addition to other teams if they have been identified as having another vulnerability category.
- These students will be identified by SJO each morning and sent to JRI by 9.30am.
- JRI will aim to circulate the list by 10am to all teachers and Faculty Leaders.
- Most teachers will upload their work in advance of the lesson when they plan their learning for the week ahead. This is encouraged, however on occasion this might not always be possible. The times below are the latest times learning can be uploaded for students each day
- For students in this category the school day will be as below:
  - Lesson 1 start at 10.00am
  - Lesson 2 start at 11.00am
  - Lesson 3 start at 12.00pm
  - Lesson 4 start at 01.15pm
  - Lesson 5 start at 02.50pm
- Please ensure that all learning materials are uploaded to ClassCharts along with clear instructions for the student. We will share this information with parents in a standard letter to parents when a child's isolation begins. Please follow uploading instructions for these students as in appendix 2 on page 12. An Activate Plan is **not** required for this category of remote lessons.
- If a member of staff is absent then the lesson will become the responsibility of the subject leader, key stage leader or faculty leader. This will be directed by the faculty leader to the appropriate member of staff.
- JRI will inform CSC of any lessons that still require populating with learning.
  1. CSC will then contact the appropriate FL and teacher asking that the learning appears before the close of the day.
  2. The email address from where to expect student names is [immediateaccess@holyschool.uk](mailto:immediateaccess@holyschool.uk)
  3. The morning email will be sent with a read receipt. Please ensure you acknowledge this.

## Appendix 2 Immediate Access to Remote Education

### *Classes and individual year groups in isolation at home*

For classes leaving school to isolate at home we will, for the period of their absence, set work on the day of their lessons and upload this to ClassCharts. We will continue to do this until they return to school to resume their normal timetable.

- When your class is at home, but you are in school you will go to your classroom as usual at your timetabled slot to set up your remote loom lesson. Your room will be set up as a room for Looming so you can teach your planned lesson as normal. Idris and Matthew will be available and on call to support you; Idris on 416 and Matthew on 462.
- All these students will receive one phone call home every five days during the period of their isolation from their PL / PSA in addition to other teams if they have been identified as having a vulnerability category.
- Parents will be informed that lessons will appear at some point during their normal timetabled slot.
- Lessons will be set in the same format as lockdown. This means completing the **Activate Planning Sheet** for lessons along with all other lesson materials. Please see the example at the end of this policy.
- Please **remember** to Include the LOOM link URL on your Activate Planning Sheet
- Everything **MUST** be uploaded in **PDF format**, including PPs and Word documents; this is the only format that is readable on all devices. If you are unsure how to do this, please see the attached instruction at the end of this policy.
- Please upload your Activate Planning Sheet to the homework section as during Lockdown and save as blended learning before publishing.



The image shows a screenshot of a homework upload interface. It features two checkboxes on the left, both of which are checked: "Allow pupils to upload homework" and "Show in public homework calendar". To the right of these checkboxes is a dropdown menu labeled "Homework type". The dropdown menu is currently open, showing "Blended Learning" as the selected option. The entire interface is enclosed in a red rectangular border.

- At the end of the lesson **issue instructions for your students to upload their classwork** from the day's lesson as a homework. You must select blended learning from the drop-down menu in addition to the two boxes opposite the homework type.

## Appendix 3 Immediate Access to Remote Education

### TIER TWO PROVISION – PARTIAL CLOSURE

The principles of our planned tier two provision are as follows:

- 1) The rota is as below

**Rota 1** (in school first)                      years 7, 10 ,11, 13

**Rota 2** (in school second)                      years 8, 9, 12

- 2) When students are in school with the rest of their year, they will be taught by their usual class teacher in their usual room.
- 3) When students are at home learning, they will collect lessons via ClassCharts. This will include an Activate Planning Sheet and a Loom lesson. All in PDF format.
- 4) Some students will need support from school to learn. These students will attend school regardless of tier and will not ever learn from home during tier two. ***These students are known as Vulnerable Learners. The timetables for these groups of students are below.***
- 5) Vulnerable learners in years 7,8,9, and 10 will be taught in school and follow a collapsed timetable.
- 6) The timetables below will be staffed by a member of your teaching staff.

Please add **two** teaching members of staff for each KS3 class.

For year 10/11 core subjects- Maths, English, Science, RE and PE add **two** teaching members of staff for each lesson. Option subjects and Humanities will run as a normal with less students but at a different time.

7) Yr7 will follow a collapsed timetable

<b>Year 7</b>					
<b>Week 1</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	Science	History	RE	Geography	RE
<b>2</b>	RE	Science	PE	Science	Languages
<b>3</b>	History	Maths	English	Maths	PE
<b>4</b>	English	Languages	Carousel	Languages	English
<b>5</b>	Maths	English	Maths	Science	Carousel
<b>Week 2</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	Science	Geography	RE	Geography	RE
<b>2</b>	Carousel	Science	PE	PE	Languages
<b>3</b>	History	Maths	English	Maths	PE
<b>4</b>	English	Languages	Carousel	Languages	English
<b>5</b>	Maths	English	Maths	Science	Carousel

8) Yr8 will follow a collapsed timetable

<b>Year 8</b>					
<b>Week 1</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	PE	Maths	Carousel	Carousel	Languages
<b>2</b>	English	Science	English	History	Carousel
<b>3</b>	Maths	PE	History	Geography	Maths
<b>4</b>	Science	English	Maths	Languages	English
<b>5</b>	Languages	RE	Geography	RE	Science
<b>Week 2</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	PE	Maths	PE	Carousel	Languages
<b>2</b>	English	Science	English	Science	Carousel
<b>3</b>	Maths	PE	History	Geography	Maths
<b>4</b>	Science	English	Maths	Languages	English
<b>5</b>	Languages	RE	RE	RE	Science

9) Yr9 will follow a collapsed timetable

<b>Year 9</b>					
<b>Week 1</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	English	Maths	Languages	PE	RE
<b>2</b>	Maths	English	RE	Science	Carousel
<b>3</b>	Science	Science	English	RE	Maths
<b>4</b>	Geography	History	Carousel	Languages	Languages
<b>5</b>	Carousel	PE	Science	Maths	English
<b>Week 2</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	English	Maths	Languages	PE	RE
<b>2</b>	Maths	English	RE	Science	Carousel
<b>3</b>	Science	Science	English	History	Maths
<b>4</b>	Geography	History	Geography	Languages	Languages
<b>5</b>	Carousel	PE	Science	Maths	English



10)Yr10 will follow a collapsed timetable.

<b>Year 10</b>					
<b>Week 1</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	Humanities	Option B	Maths	English	RE
<b>2</b>	Option B	Humanities	English	Science	Science
<b>3</b>	RE	Science	Option B	Option A	Humanities
<b>4</b>	Option A	English	Science	Maths	Maths
<b>5</b>	PE	Maths	Option A	RE	English
<b>Week 2</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	Humanities	Option B	Maths	PE	RE
<b>2</b>	Option B	Humanities	English	Science	Science
<b>3</b>	English	Science	Option B	Option A	Humanities
<b>4</b>	Option A	English	Science	Maths	Maths
<b>5</b>	PE	Maths	Option A	RE	English

11) **Yr11** will follow their **normal timetable** when in school and go to their usual rooms with their usual teachers whenever possible. Heads of Faculty may decide to collapse groups if they can.






12) **Year 12 Foundation Six** Vulnerable students (3 Students) will follow their **normal timetable** when in school with their normal teachers.

There is one **Year 12 A level** student. This student will complete Loom lessons in the LRC in common with her peers. Please make sure that you pop in and see this student at least twice a week

13) **Year 13** Vulnerable learners will follow their **normal timetable** when in school and go to their usual room. You do not need to restaff this. **This impacts on all subjects except ICT and Media- there are no vulnerable learners in these groups.**

We will not know how many of the vulnerable identified students will attend until we run tier two through once.

# Appendix 4 Activate Lesson Plan

<b>Subject and Teacher:</b> <b>Title:</b>	<b>Date:</b> <b>Loom link or PowerPoint with voice over:</b> <i>Insert here the URL for your LOOM</i>	
<b>Part of lesson</b>	<b>What am I doing?</b>	<b>To do</b>
<b>Activate</b> 	Try here to remember what you have learnt before; this will help you with the rest of the lesson.	
<b>Explain</b> 	Listen/read very carefully here and ask questions if you do not understand.	
<b>Practise</b> 	Have a go at practising here what has just been explained.	
<b>Reflect</b> 	Think about the lesson here and what you have tried today	
<b>Review</b> 	Revisiting your previous learning after a gap.	

## Appendix 4 (continued)

### How to save a document as a PDF

1. When saving click on the drop down menu and select PDF before saving.

