

Preparing for school closure: Covid-19

Below some teachers give a brief outline of how they are planning for the upcoming school closure:

Primary school in Cheshire

At my primary school we are concentrating on the use of daily apps for reading, handwriting, spelling, maths and times tables. These are home learning apps which we already use and have capacity for more opportunities. We will also be emailing three optional tasks home each week which will include samples from all other curriculum areas including an RE focus on a rolling program. As we want the focus to be on basic skills, and we fully acknowledge how difficult home learning with siblings can be, these will be activities which may include watching a clip and discussing ideas, sharing a story from a faith tradition, an art based RE activity, a family P4C debate. Any activity which is set will not require a home printer or visits to shops etc for additional resources.

Primary school in Cheshire

I teach in a 5 form entry junior school and in the case of a closure, these are some lessons that we'll be giving our pupils in their home-learning packs, many of which will use resources on Easter from the [NATRE website](#):

Year 3- Our younger pupils will be creating an Easter garden based on the Easter activities available for younger pupils on the NATRE website. This activity could be completed in an old shoe box. The activity involves the children reading a story called 'In the Garden' based on Matthew 28:1-10 and then completing an emotion matching activity and reflecting on why Easter is a special time for Christians. Pupils could then explore symbolism to make items for their Easter gardens.

Year 4- A musical Easter is the theme for our pupils in Year 4. Pupils will use the NATRE resources to make connections between music, worship and the Christian stories of Holy Week and Easter, linking to their own experiences. Children will have the chance to write their own song for Easter as well as compose some music using objects from around the home to accompany their musical creations.

Year 5- Complete an [Easter knowledge passport](#)- resources on the NATRE website- children find out about how Easter is celebrated around the world and complete a passport of activities.

Year 6- As part of studying Salvation this half term, our year 6 pupils will be finding out more about resurrection and heaven using the NATRE materials on the website. Pupils will use an Orthodox picture of the resurrection to help identify beliefs about the resurrection and make links between the picture and the biblical story.

Comprehensive school in Lancashire

As a Head of department, I am providing materials for my teachers to use as they see fit for their classes. For Y7 and Y8, we are taking photos of some of the pages in the textbooks we use and will set tasks from these. For Y9 and Y10, we are using the revision homework tasks that we already use but setting them more frequently. In the event of a longer closure, we will make plans to continue the GCSE course using amended department resources, and resources such as [this](#) from the NATRE website. For Y11, we needed to finish the last few sections of the GCSE course, but that looks like being unnecessary now. However, there are still some lessons to do on medical ethics and beliefs about afterlife, so we will be making resources available, so students still have the chance to think about these important topics.

For Y12, we will increase the revision tasks we currently set for homework, while for Y13, who now find themselves in the same boat as Y11, we will be providing students with the remaining course resources supported by video lectures so that they have the chance to complete their studies.

Comprehensive School in Worcestershire

Our high school, Years 9 to 13 approach relies on teachers' ability to use BROMCOM to send an email to each of their classes while working from home. The email will contain instructions for activities which will take approximately the same amount of time as the lesson. RE staff are directing students to existing systems and routines, e.g., Seneca Learning for GCSE and use of the online drive for Sixth form is clearly set out with folders, revision booklets and tasks for every topic. Whilst we recognise that detailed feedback on individual pieces of students' work might not be possible during this time period, students can email us work for marking from their school email accounts.

These expectations will be shared with parents in the event of a school closure so that they can support their son/daughter with this approach. We will also remind them of the advice within the subject homework policies on the fact 'there's always something to do'.