



## **DSAT: Diocese Sheffield Academies Trust**

### **Flanderwell Primary School**

### **Virtual Learning Strategy**

<p><b>Our vision for the effective provision of virtual learning</b></p>	<p>In response to the ongoing challenges facing our schools as a result of the Covid-19 pandemic, Flanderwell Primary School (DSAT) continues to be committed to ensuring that all children within our trust have equality of access to high quality education regardless of their location: home (self-isolating) or at school.</p> <p>DSAT, of which Flanderwell is a part, is a team of committed school leaders, teachers and support staff who are all determined that every DSAT child will have access to daily teaching despite our current challenges. All DSAT schools have designed detailed plans to ensure children recover missed learning due to the summer 2020 lockdown. We recognise that one of the main barriers to ensuring our recovery plans are effective is the need for children and staff to self-isolate.</p> <p>Therefore, we strive earnestly to put consistent, robust procedures in place in all of our schools to ensure that virtual, online learning is effective and excellent.</p> <p>All school leaders within DSAT are united in this commitment and work together tirelessly to refine good practice in this area of provision.</p>
<p><b>When is virtual teaching appropriate?</b></p>	<p>Flanderwell Primary School have identified five main scenarios which impact upon 'typical' lessons and for which we need to put procedures in place to overcome any barriers to progress:</p> <p>1/ Pupils/ parents develop possible symptoms of Covid-19 and self-isolate for two or three days while they await results of a test.</p> <p>2/ Pupils and staff are required to self-isolate following a positive Covid-19 test within their class bubble (at the recommendation of PHE).</p> <p>3/ Pupils are required to self -isolate for a longer period, typically 10 days, following a positive Covid-19 test of a contact in the home/family support bubble.</p> <p>4/ Teachers develop possible symptoms of Covid-19 and self-isolate for two or three days while they await results of a test, OR they are requested to self-isolate for up to 10 days by track and trace.</p> <p>5/ School is closed to pupils other than key workers and vulnerable pupils due to lockdown as directed by the government.</p> <p>Below, we list the procedures we have put in place to ensure learning continues to take place in each of the scenarios listed above.</p>

<p><b>The detailed picture: Strategy 1</b></p>	<p><b>1/ Pupils/ parents develop possible symptoms of Covid-19 and self-isolate for two or three days while they await results of a test.</b></p> <p>On day 1 and upon hearing that the child is self-isolating, teachers message the child's parent on Class Dojo or similar platform, giving details of additional learning tasks being provided alongside making sure that they read and practice their spellings.</p> <p>On day 2 and day 3, teachers will need to provide more structured activities, such as sending worksheets being used in class that day and any notes to support parents.</p>
<p><b>The detailed picture: Strategy 2</b></p>	<p><b>2/ Pupils and staff are required to self-isolate following a positive Covid-19 test within their class bubble (at the recommendation of PHE).</b></p> <p>Before children are sent home, the class teacher will need to provide them with a 'to go pack.' This needs to be prepared in advance of the event.</p> <p>In this wallet, provide children with: Pencil cases A couple of reading books Workbooks – either the pupil English or maths books OR put a spare exercise book in the pack for all the work to be recorded in. Any worksheets to be used for the next fortnight. Do not assume parents can print. Any spelling books/ spelling programme workbooks.</p> <p>Staff from within the bubble need similar access to a pack of teaching materials/ worksheets being used by the children.</p> <p>During the two-week period, the class teacher and teaching assistants will be delivering Zoom or TEAMS lessons. This will include individual virtual tutor lessons for pupils with SEND who have 1-1 adult support or specific SEMH need.</p> <p>Example of good practice when this happens: To maintain as much normality as possible during the period of closure, we would recommend the following or similar structure for the virtual teaching day:</p> <ul style="list-style-type: none"> <li>1 hour Lesson and independent work via Zoom</li> <li>20 minutes -Game with family member inside/outside</li> <li>1 hour lesson and independent work via Zoom</li> <li>1 hour of active play- inside or outside (if possible)</li> <li>30 minutes lunch together as a family.</li> <li>1 hour lesson and independent work via Zoom</li> <li>10 minute break.</li> <li>1 hour of reading or revision.</li> <li>Access to any zoom collective worship sessions being viewed in school that day.</li> </ul>

<p><b>The detailed picture: Strategy 3</b></p>	<p><b>3/ Pupils are required to self-isolate for a longer period, typically 14 days, following a positive Covid-19 test of a contact in the home/family support bubble or if they need to quarantine following a holiday.</b></p> <p>DSAT has set up a Virtual Teaching Programme to remove any barriers to progress caused by this scenario, as we recognise that the class teacher cannot teach the child virtually while also teaching full time in the classroom. A Virtual Teacher has been employed by DSAT and with the full support and commissioning from trust Headteachers. A system for referring a pupil to the VTP (Virtual Teacher Programme) is in place, and online lessons are delivered to all pupils referred in year group classes via Zoom or TEAMS.</p> <p>The Virtual Teacher is an experienced practitioner who is able to deliver high quality lessons for pupils of all ages.</p> <p>This strategy is deployed as soon as a pupil is identified as having to self-isolate for up to 14 days, and typically starts on the 3<sup>rd</sup> day of self-isolating when a positive Covid-19 has confirmed that absence will be longer than 2/3 days.</p>
<p><b>The detailed picture: Strategy 4</b></p>	<p><b>4/ Teachers develop possible symptoms of Covid-19 and self-isolate for two or three days while they await results of a test, OR they are requested to self-isolate for up to 14 days by track and trace.</b></p> <p>Other teaching assistants where appropriate have oversight of the class to minimise bringing other adults to the bubble, therefore keeping the school community safer (this is not always possible).</p> <p>The class teacher delivers online lessons (zooms) live into the class throughout the school day, teaching discreet lessons in short sections, with other adults in class supporting children to complete related activities.</p> <p>Other children in the class who are self-isolating at the time join the class for the zoom lessons from home.</p>
<p><b>The detailed picture: Strategy 5</b></p>	<p><b>5/ School closes to all pupils other than key workers and vulnerable pupils at the request of the government due to lockdown.</b></p> <p><b>Lockdown Spring term 2021:</b> Children were provided with a pack for home to include basic stationary materials and any curriculum resources appropriate to year group at the start of lockdown.</p> <p>During the period of closure, the class teacher is delivering live Zoom lessons. Children in key worker provision also access the teacher live lessons, with teaching assistants or other staff, where available, running the key worker provision and supporting children to access the same learning activities as those at home.</p> <p>To maintain as much normality as possible during the period of closure, we follow a similar structure to the usual teaching day online, with teachers teaching remotely throughout the day, allowing for breaks and lunch.</p>

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	<p>Children have access to live lessons with the teacher for at least 3 hours a day and up to 5 hours a day of work to include independent work. Younger children need shorter sessions than older children.</p> <p>Typically, we are delivering: KS2 have a reading session at 9am (live teaching) followed by an English lesson live. After the teacher modelling, children complete independent activities. The teacher stays on the zoom after the main input to support those children who then need 1-1 or small group support to complete these activities (to include differentiated break out rooms).</p> <p>Lessons include opportunity for interaction with the teacher, feedback and support for those times that children are 'stuck'. After a break, teachers then teach a maths lesson online, and a similar pattern of independent activities with opportunities to interact with the teacher for those in differentiated groups or who need additional support on the zoom.</p> <p>After lunch, the teacher then teaches wider curriculum lessons via zoom in the same style as the morning, with direct teaching and independent activities.</p> <p>At the end of the school day, the teacher leads a feedback session and ends the day with a story.</p> <p>KS1 have a similar delivery to KS2 although the inputs will be slightly shorter to manage pupil concentration. They also include differentiated phonics sessions. FS2 have differentiated zooms throughout the day to include a phonics session, literacy session and maths delivered live with independent activities. Some wider curriculum activities are provided too. FS2 and KS1 also deliver packs of work to include worksheets, resources, reading books every week to support this learning.</p> <p>PE sessions for all pupils are delivered through links to recorded session provided by the school's PE coach.</p> <p>Class Dojo is used very effectively to:</p> <ul style="list-style-type: none"><li>- Share daily/weekly timetables, resources and links with pupils and parents, online.</li><li>- Share work (pupils can share their worksheets or outcomes over class dojo so that staff can mark work and give feedback)</li><li>- Answer questions and provide solutions to any problems encountered with learning</li><li>- Provide personalised advice and support to families and pupils</li><li>- Reward and motivate pupils for effort, engagement and work outcomes.</li></ul> <p>School leaders have ensured that pupils have access to internet and devices to enable them to access virtual lessons and chase up when families do not engage to offer support.</p>
<b>How will we ensure virtual learning is effective?</b>	<p>The school plans systematic monitoring of virtual learning, focusing on monitoring the effectiveness of provision strategy 1-4 above.</p> <p>The school knows their children well and are able to identify who needs additional support to access virtual learning at home (for example, through provision of laptops).</p> <p>All teachers and leadership have appraisal targets linked to the delivery of high-quality virtual learning.</p>

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