

Pollington –Balne C of E Primary School
Virtual Learning Strategy

Vision for the effective provision of virtual learning	In response to the ongoing challenges facing our schools as a result of the Covid-19 pandemic, Pollington -Balne continues to be committed to ensuring that all pupils within our school have equality of access to high quality education regardless of their location: home (self-isolating) or at school. As a team of committed school leaders, teachers and support staff, we are all determined that every child will have access to daily teaching despite our current challenges. We have designed detailed plans to ensure pupils 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 pupils and staff to self-isolate. Therefore, we strive earnestly to put consistent, robust procedures in place to ensure that virtual, online learning is effective and provides learning opportunities to help pupils to continue to make progress.
When is virtual teaching appropriate?	We 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: • 1 - Pupils/ parents develop possible symptoms of Covid-19 and self-isolate for two or three days while they await results of a test.

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	• 2 - Pupils and staff are required to self-isolate following a positive Covid-19 test within their class bubble (at the recommendation of PHE). • 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. • 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. • 5 –National Lockdown where only a small number of critical worker families and some vulnerable pupils will attend schools, others will access remote learning. Below, we list the procedures we have put in place to ensure learning continues to take place in each of the scenarios listed above.	
The detailed picture: Strategy 1	1 - Pupils/ parents develop possible symptoms of Covid-19 and self-isolate for two or three days while they await results of a test. On day 1 and upon hearing that the child is self-isolating, teachers message the child's parent on email or by phone or on Teams, giving details of additional learning tasks being provided alongside making sure that they read and practise their spellings and carry out handwriting and calculation work. On day 2 and day 3, teachers will need to provide more structured activities, such as	

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	sending worksheets being used in class that day and any notes to support parents.
The detailed picture: Strategy 2	2 - Pupils and staff are required to self-isolate following a positive Covid-19 test within their class bubble (at the recommendation of PHE). Before pupils are sent home, the class teacher will need to provide them with a 'pack.' This needs to be prepared in advance of the event. In this wallet, pupils will be provided with: - pencil/pen; - timetable; - a reading book; - links to online reading, writing and maths learning; - workbooks – a spare exercise book in the pack for all the work to be recorded in; - Any worksheets to be used; - Talk 4 Writing/ literacy shed writing pack; - A reading comprehension; - An arithmetic paper; - Any spelling books/ spelling programme workbooks; Staff will check with parents to check they have access to an electronic device. Staff from within the bubble need similar access to a pack of teaching materials/ worksheets being used by the pupils.

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	During the two-week period, the class teacher and teaching assistants will be delivering some lessons on TEAMS in reading and writing. Maths will be guided using online white rose tutorials. Additional learning can be accessed via the National Oak Academy, Oxford Owl and BBC Bitesize. The TA will include individual virtual tutor lessons for pupils with SEND who have 1:1 adult support or specific SEMH need. TAs will carry out reading online with individuals over the day. The TA and teacher will have two welfare check ins with the pupils during the day. Pupils will be directed to choose topic activities during the afternoon. Teachers will spend time in the afternoon preparing materials for the following day.	
The detailed picture: Strategy 3	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 or if they need to quarantine following a holiday. We recognise that the class teacher cannot teach the child virtually while also teaching full time in the classroom. Pupils will be expected to access learning set on the weekly timetable. A 'pack' will be delivered home. Reading will be directed to use Oxford Owl. A writing pack (Talk 4 Writing) will be sent home. Pupils will need to access maths using White Rose Maths videos, guided by the teacher.	

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	An adult from school will check in with the pupil/parent via Teams to ensure the pupil has enough work and are keeping up with the learning set. This strategy is deployed as soon as a pupil is identified as having to self-isolate for up to 10 days, and typically starts on the 3rd day of self-isolating when a positive Covid-19 test has confirmed that absence will be longer than 2/3 days.	
The detailed picture: Strategy 4	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. The school considers using the following model where appropriate: Other teaching assistants where appropriate have oversight of the class with the support from supply teacher to minimise bringing other adults to the bubble, therefore keeping the school community safer (this is not always possible). The class teacher delivers online lessons (via TEAMS) live/recorded for the class throughout the school day, teaching discreet lessons in short sections, with other adults in class supporting pupils to complete related activities. Maths will be accessed using white rose hub, guided by the teacher. Other pupils in the class who are self-isolating at the time join the class for the Teams lessons from home.	

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**The detailed picture:
Strategy 5**

5 - National lockdown. School remains open to vulnerable pupils and some of the pupils of critical workers who have no alternative child care.

The school will provide the pupils accessing remote learning with a 'pack' which will be prepared in advance of the event if needed.

In this wallet, pupils will be provided with:

pencil/pen;

a timetable to indicate when the teacher will be live on Teams/directing different subjects;

workbook – a spare exercise book in the pack for all the work to be recorded in;

Staff will check with parents that they have access to an electronic device and will send or create packs for pupils of work being covered over the week is a device isn't available.

During the lockdown period, the class teacher and teaching assistants will be delivering some live/recorded lessons on TEAMS for the pupils accessing remote learning at home and for the pupils in school. This will include daily reading (including phonics where appropriate) and writing.

Maths will be guided using online white rose tutorials.

Wider curriculum subjects will have some guided teaching using power points/links to online videos in the afternoons

Pupils will be directed to complete wider curriculum activities independently during the afternoon following a teaching input.

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	The TA/teacher will include work collaboratively with families to put in place adjustments for pupils with SEND to ensure they can access remote education as far as possible. TAs will carry out some 1:1 sessions online with individuals for reading ,phonics or SEN intervention where appropriate. Following an input in the afternoon, teachers/TAs will spend time preparing materials for the following day, contacting pupils and following up work from previous lessons to address gaps in pupils' knowledge if needed. Each child will be set up with their own channel on Teams to allow them to post/interact with the adults in their bubble privately, allowing individual feedback as necessary. Additional learning can be accessed via the National Oak Academy, Oxford Owl and BBC Bitesize. The TA/teacher will be checking daily whether pupils are engaging with their work remotely and have individual welfare check ins with the pupils during the week.	
How will we ensure virtual learning is effective?	Our school will plan systematic monitoring of virtual learning, focusing on monitoring the effectiveness of provision strategy 1-5 above. Our school know our pupils well and are able to identify who needs additional support to access virtual learning at home (for example, through provision of laptops or support from a virtual TA).	

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