

Virtual Learning Strategy for Pollington Balne CE Primary School Sept 2021

In response to the ongoing challenges facing our schools as a result of the Covid-19 pandemic, Pollington 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 pupil will have access to daily teaching.

We have designed detailed plans to ensure pupils have access to learning and try to recover missed learning due to lockdowns 20/21.

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 if they have to isolate.

When is virtual teaching appropriate?

We have identified four main scenarios which may impact upon 'typical' lessons for which we need to put procedures in place to overcome barriers to allow access to learning where we can:

1/ Pupils/ parents develop possible symptoms of Covid-19 and self-isolate for two or three days while they await results of a test.

2/ Pupils and staff are required to self-isolate following a positive Covid-19 test(as recommended by PHE).

Below, we list the procedures we have put in place to ensure learning continues to take place in each of the scenarios listed above.

Virtual Learning Strategy

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 pupil is self-isolating, teachers message the pupil's parent on email, by phone or on Teams, checking on the welfare of the pupil and asking parents if they need additional learning tasks to be provided in addition to the homework menu on the website /on Teams

Teachers will ask parents to focus on making sure pupils read and practise their spellings and carry out handwriting and calculation work.

On day 2 and day 3, teachers will provide more structured activities, such as sending worksheets and a timetable should parents require this .

This will be in place if the pupil is well enough to access learning.

The detailed picture:

Strategy 2

2/ Pupils and staff are required to self-isolate following a positive Covid-19 test (at the recommendation of PHE).

Pupils have been provided with a 'To go pack.' In a wallet pupil will be provided with:
pencil/pen
timetable
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 for writing pack
Any spelling books/ spelling programme workbooks

Staff will contact parents to check they have access to an electronic device or if they need information sent via email ,Teams or be given a paper pack.
During the 10 day period, the class teacher and teaching assistants will be delivering some lessons on TEAMS in reading and writing and give some directed work.
Maths will be guided using online white rose videos
Additional learning can be accessed via the National Oak Academy, Oxford Owls and BBC Bitesize.

The TA will provide individual virtual tutor lessons for pupils with SEND who have 1-1 adult support or specific SEMH needs.
TAs will carry out online reading with individuals over the 10 days.
The TA and teacher will make welfare check ins with the pupils during the week as agreed with parents.
Pupils will be directed to choose topic activities during the afternoon

How will we ensure virtual learning is effective?

Our school will plan systematic monitoring of virtual learning, focusing on monitoring the effectiveness of provision in strategy 1-2 above.
Our school know their 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).

The detailed picture:

Strategy 5

4/ Full lockdown where provision is needed for essential worker children in school and remote learning for all others out of school.

The school considers using the following model where appropriate:

