

St Helena's Church of England Primary School

Virtual Learning Policy 2020/21

To Learn is to Live

**Valuing Compassion, Community, Endurance, Friendship, Hope, Respect, Thankfulness,
Wisdom**

This policy is written for families, school staff and our governors in accordance with, and to address, the 2020 DfE Guidance: Remote Education Best Practice (updated 27th October 2020).

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#ensuring-access-to-remote-provision>

The policy will evolve and grow as we learn more about teaching and learning virtually.

1. Use of Google Classroom/Meet, Class Dojo and Seesaw for sharing work.

Google Classroom is a tool for providing children and families at home with resources, lessons, activities and feedback in one forum. Teachers have already set up their Google Classroom ready for use in the event of a bubble or whole school closure. In the event of a closure, parents will be provided with the link to Google Classroom and simple instructions for best use.

Google Meet is a live streaming feature that is used alongside Google Classroom, so additional accounts and logins are not required, making access simpler for families and school staff. Google Meet will be used to stream any live teaching or support to children, as well as offering the opportunity for the class to be together when at home.

Google Classroom has an assignment feature (see video tutorials) that allows children and families to upload photographs/scans of work to Google Classroom for the teacher to view and send feedback home.

Class Dojo is an app used in school that can be used to share content, photographs and messages between teachers and families. Seesaw is an app used within school that allows children to respond to a task set by their teacher in text, photograph or video form. Some classes may use Class Dojo or Seesaw apps to set tasks for individually isolating children or a bubble closure, while also using it to provide evidence of their home learning.

The decision of which platform will be used primarily within a class will be at the discretion/preference of the class teacher accounting for the needs of their class.

Children with limited access to devices will be provided with a school iPad for use at home, which have already been updated for the 2020/21 academic year with Google apps/Dojo/Seesaw for home use. Where internet is a barrier, home learning packs from Hamilton Trust will be provided as an alternative.

2. Virtual Teaching of Mathematics

New guidelines instruct us that the teaching of the curriculum should match, where possible, the teaching that would have taken/is taking place in school. Power Maths is the only maths scheme aligned with White Rose Maths resources which is approved by the DfE for EYFS, KS1 and KS2 maths teaching in schools. White Rose Maths are supporting schools with virtual learning by providing daily video lessons, that perfectly match, lesson-by-lesson, the teaching and learning of Power Maths.

More information is available using the link:

<https://whiterosemaths.com/homelearning/>

In the event of a bubble or whole school closure, after being provided with Power Maths workbooks or photocopies, families will be signposted through Google Classroom and Parent Mail to the White Rose Maths lessons, with instructions provided for which lesson to complete, and which pages of the Power Maths workbooks to be completed alongside independently. Teachers will offer a live component, through Google Meet, to discuss the lesson, methods and first practice questions to those who need it. This would maintain teacher contact with children at home and allow those families who wish to engage to do so, without impacting learning.

In the event of a child or group having to self-isolate, a similar approach, without the live component, will be adopted. This will allow children at home to keep up with the same learning in school, and receive teaching through the White Rose Maths lessons alongside their Power Maths workbooks. The live component is not possible for individual children isolating; regular wellbeing calls will be made to ensure children are accessing/completing work and to address any issues that may have arisen.

3. Virtual Teaching of English and Foundation Subjects

While adhering to new Government guidelines, as a school we have to take into account safeguarding, home learning engagement and teacher workload when offering provision.

Children and families will be provided with the week's spelling and handwriting activities and teaching slides, in line with usual classroom planning. All children will also be provided with reading comprehension activities from a range of text types to ensure some reading is taking place at home.

Oak National Academy is a DfE approved resource for Virtual Learning Provision. They provide full lessons and activities for every year group in English, alongside all foundation subjects that have "virtual" potential. Each lesson includes a video, designed and taught by teachers, alongside activities.

<https://classroom.thenational.academy/subjects-by-key-stage>

In the event of a school wide or bubble closure, teachers will signpost using Google Classroom and Parent Mail to a pre-selected English writing/grammar unit from Oak National Academy, which covers objectives, either yet to be taught, or previous objectives to consolidate learning.

It is worth noting that while a unit of work provided by Oak National Trust may be around a selected theme, i.e Roald Dahl's Matilda, the sequence of learning covers grammar objectives and small writing activities, meaning each lesson is, in practise, stand alone. This means that a 20 lesson Oak National Trust unit would not need to be continued upon a return to school. Teachers will choose a unit to meet the needs of their children, not the unit length in correspondence with the isolation period.

For foundation subjects, where possible, teachers will provide resources and activities to children to cover objectives. For Computing, children will be signposted to a particular activity or activities on Purple Mash. For Art and Design & Technology, children will be provided with learning resources and an art based activity to complete at home, with the limitations of resources at home being kept in mind. For Science and humanities subjects (History, Geography, RE), teachers may offer a blended approach of activities and learning materials on Google Classroom, alongside the Oak National Trust lessons for teaching content.

4. Phonics

As a school, we have access to the 'Ruth Muskin school portal' because we have subscribed to the Read Write Inc online training. This portal gives access to a bank of virtual lessons that mirror the speed sound sessions, reading and writing sessions that are taught in school for set 1, 2 and 3 sounds in Read Write Inc. programme. They are easily accessed through a simple copy and paste link. Parents do not have to log in or create an account to view them.

In FS2 and year 1, children will access the planned phonics speed sound and word time/reading and spelling session via a link in 'Google classroom'. This will be a new video(s) every day.

Photo evidence of the written aspects should be gathered as evidence via a photo upload to *Google Classroom, Seesaw or Class Dojo*.

Year 2 children may access these links in a similar way to the discretion of the teacher.