

HITHERFIELD VIRTUAL SCHOOL STRATEGY:

The Hitherfield school leadership understands that the continued existence of the Covid-19 virus in our community means that the school may be required to operate virtually to provide education for its pupils if they are unable to attend school due to the impact of this virus. Educational research shows that there are a number of factors that mitigate the negative effects on learning that learning from home may have on children. The most important of these are; the child's 'self-efficacy' (their confidence in their ability to learn independently because they understand what is expected and the strategies they can use to achieve the outcome of any given activity); the effective feedback they receive - from adults, other children or from how well the task appears on completion; and collaboration. We have chosen the Tapestry and Seesaw platforms to enable us to enable us to provide a virtual environment for learning. All children will be trained to use these platforms and practise doing so as a part of their classroom experience. Parents/carers will receive the support they require to ensure that their children are able to access these platforms independently according to their stages of development. We anticipate that we will have the following potential scenarios:

SCENARIO 1 (EDUCATION TIER 3): BUBBLE QUARANTINE

In this scenario, all members of a year group bubble would be required to isolate at home for 7 or 14 days.

Action (assuming all teachers are well and able to work from home):

Day 1: Teachers would meet remotely to plan a sequence of learning activities for the children in the year group. No activities would be available for pupils on that day. Teachers will work together to produce an activity pack. This will include an English, maths and wider curriculum activity for each day of the week. A set of short instructional clips to show alongside each activity will be produced by the teachers where this is essential for the children to undertake the activity.

Access to learning activities will commence on day 2 and follow the usual working week structure - ie. no activities will be posted on the weekend or during holiday periods. Learning activities will be planned to engage children in 5 hours of learning per day.

A member of the SLT will post a message for the children on the Seesaw announcement page. Parents will receive a copy of the Hitherfield Virtual School Agreement by email or post as appropriate.

Days 2 - 14:

- Year group teachers will upload daily activities and accompanying films onto the Seesaw/Tapestry activity section for their class by 9:30am every morning. In addition, each class teacher will also provide a 'Good morning message' for their class on each day.
- Children will be expected to do the daily activities set and post them as they complete them. All activities will need to be posted by 15:30 in order to receive feedback from their teachers.
- Teachers will lead a class meeting at a set time twice a week through Google Classrooms.
- Class teachers and support staff will provide feedback through the child's Seesaw post page for each child every week day.
- The Virtual School leaders will provide support to class teachers during this period.

- A further half-day will be allocated to allow teachers to plan additional activities. They will let families know when this half-day will be. They will not be available to provide feedback during this period and children will be directed to engage in physical activity and/or other online content.
- Families of children with an Educational Healthcare Plan (EHCP) will be contacted by one of our Sendcos. They will be provided with appropriate activities and specialist provision (if possible within Government guidelines) as is required by their (EHCP). Sendcos or teachers will oversee that children with Support Plans receive the support stated.
- The class teacher will update the HVS Contact Form on Day 2 to note the children that are not engaging with Seesaw/Tapestry. A member of the admin team will contact identified families on Day 3 to ascertain why they are not engaging. Reasons will be recorded on the form and this will be assessed by the relevant AHT on Day 4. Teachers will follow up and review engagement and note this on the Contact Form on Day 5. This will be assessed by the relevant AHT on Day 6 to address issues of access.

This will continue for the quarantine period. The number of activities posted may change due to staff capacity as they may become unwell and unable to fulfil their responsibilities. If teachers are unwell we will provide as much virtual learning as possible using other staff where possible. This will be communicated to families via a text message.

SCENARIO 2 (EDUCATION TIER 4): WHOLE SCHOOL LOCKDOWN

In this scenario staff and pupils will be at home for a longer fixed or indefinite period due to local or country wide restrictions.

Action (assuming all teachers are well and able to work from home):

Day 1 and 2: Class teachers will ring all children in their classes to reassure them and set an expectation for the child's interaction with activities to be posted through Seesaw or Tapestry. The teacher will ascertain how the child is able to access learning activities and pass any concerns on to their phase leader. No activities will be available for children on these days.

A member of the SLT will post a message on the Seesaw announcement page. Parents will receive a copy of the Hitherfield Virtual School Agreement by email or post as appropriate.

Day 3: Teachers would meet remotely to plan a sequence of learning activities for the children in the year group. No activities would be available for pupils on that day. Teachers will work together to produce a sequence of learning activities for children in their year group. This will include an English, maths and wider curriculum activity for each day of the week. A set of short instructional clips to show alongside each activity will be produced by the teachers where this is essential for the children to undertake the activity.

Access to learning activities will commence on day 4 and follow the usual working week structure - ie. no activities will be posted on the weekend or during usual school holiday periods. Learning activities will be planned to engage children in 5 hours of learning per day as per the Government requirements.

From Day 4:

- The activity pack will be shared with the admin team who will arrange for printing and sending a copy to each child who does not have reliable internet access.

- Year group teachers will upload daily activities and accompanying films onto the Seesaw/Tapestry activity section for their class by 9:30am every morning. Each class teacher will also provide a 'Good morning message' for their class on each day.
- Class teachers and support staff will provide feedback through the child's Seesaw post page for each child every week day.
- Children will be expected to do the daily activities set and post them as they complete them. All activities will be posted by 15:30 in order to receive feedback from their teachers.
- Teachers will lead a class meeting at a set time twice a week through Google Classrooms.
- Teachers will phone children on the first Monday and Tuesday of every month during this period. There will be no learning activities posted on these days.
- The Virtual School leaders will provide support to class teachers and the SLT by providing a regular 'drop in' session every week and instructional films where required.
- Teachers will allocate a half day once a week to plan activities. They will let families know when this half day will be. Teachers will not be available to provide feedback during this period and children will be directed to engage in physical activity and/or other online content.
- Families of children with an Educational Healthcare Plan (EHCP) will be contacted by one of our Sendcos. They will be provided with appropriate activities and specialist provision (if possible within Government guidelines) as is required by their (EHCP). Sendcos or teachers will oversee that children with Support Plans receive the support stated.
- The class teacher will update the HVS Contact Form on Day 2 to note the children that are not engaging with Seesaw/Tapestry. A member of the admin team will contact identified families on Day 3 to ascertain why they are not engaging. Reasons will be recorded on the form and this will be assessed by the relevant AHT on Day 4. Teachers will follow up and review engagement and note this on the Contact Form on Day 5. This will be assessed by the relevant AHT on Day 6 to address issues of access.

This will continue for the entire period of Lockdown. The number of activities posted may change due to staff capacity as they may become unwell and unable to fulfil their responsibilities. If teachers are unwell will provide as much virtual learning as possible using other staff where possible. This will be communicated to families via a text message.

A member of the SLT will monitor children's engagement with Seesaw and Tapestry (the virtual learning platforms). The Sendcos and Learning Mentors will contact families where children are vulnerable and/or not engaging with their learning. They will also follow up where the class teachers raise concerns about pupils following their phone calls to families.

Parents will be updated about the Virtual School through the Hitherfield Herald and through the Hitherfield website.

SUPPORTING CHILDREN NOT ABLE TO ATTEND SCHOOL DUE TO COVID-19 RESTRAINTS:

There are two situations that may arise and mean that a child is not able to attend school; a child who is either extremely critically vulnerable themselves or is shielding someone who is extremely critically vulnerable or a child who is undertaking a fixed period of quarantine.

The following will occur in these cases to support learning:

- teachers will make contact with any child and parent/carer in a shielding situation by phone and maintain this contact every two weeks as this may be a protracted situation.
- children are either signed up to the Seesaw or Tapestry platforms. This will ensure that children will be able to upload pictures of their work and post written or voice messages for their teacher. Teachers will provide feedback to the children accessing these platforms and inform the SLT if a child is not accessing the platform to interact with the school. The children will have unlimited access to these platforms but will be expected to post at least 3 responses per day. Teachers will acknowledge all responses and will provide feedback to develop learning as appropriate.
- Families with children quarantining will be provided with an activities pack with daily activities linked to the class curriculum map. There will be the equivalent of 10 days of activities. Children will be expected to post a response to the activities set on the Seesaw/Tapestry platform. These may be posted on completion throughout the day but all tasks must be posted by 15:30 to receive feedback from the child's teacher.
- families will be directed to any specific resources available (e.g. Oak National Academy, BBC Bitesize, Seesaw activities library) that can be used to support home learning. This will reflect the curriculum being taught in the child's class. Children will have access to 5 hours of learning activities per day.
- every effort will be made to ensure that families without adequate access to digital resources will be supported through the acquisition or lending out of digital equipment required.

SUPPORTING STAFF:

In September 2020, the Virtual School leaders will:

- arrange virtual meetings in September to build the capacity of the support staff to contribute to providing feedback for the children through the Seesaw platform. EYEs already have the capacity to do this using Tapestry.
- work with teachers to increase the capacity to provide challenges for more able pupils.
- work with teachers to develop the capacity of pupils to interact more effectively with the Seesaw platform; specifically to be able to use this as a tool for collaborating effectively on shared tasks and communicating appropriately with other pupils when in school and at home.
- work with teachers to ensure that interactive formatting enables children to respond easily.