



DSAT: Diocese Sheffield Academies Trust

Virtual Learning Strategy

<p>DSAT's vision for the effective provision of virtual learning</p>	<p>In response to the ongoing challenges facing our schools as a result of the Covid-19 pandemic, 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 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>When is virtual teaching appropriate?</p>	<p>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:</p> <ol style="list-style-type: none"> 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 within their class bubble (at the recommendation of PHE). 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. 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/ School is closed to pupils other than key workers and vulnerable pupils due to lockdown as directed by the government. <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>The detailed picture: Strategy 1</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>On day 1 and upon hearing that the child is self-isolating, teachers message the child's parent on Class dojo or Class e mail, 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 specific work linked in to what the class is currently learning and any notes to support parents.</p>
<p>The detailed picture: Strategy 2</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>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 or access to Bug Club for reading (allocated at the child's level) Workbooks – either the pupil English or maths books OR an exercise book/ paper 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 work sheets</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 break- out sessions where needed for pupils with SEND who have 1-1 adult support or specific needs.</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> <p style="padding-left: 40px;">45 minutes -1 hour lesson and independent work via Zoom 45 minute -1 hour lesson and independent work via Zoom 20 break -Game with family member inside/outside 45 minutes -1 hour lesson and independent work via Zoom 30 minutes lunch together as a family. 45 minutes -1 hour lesson and independent work via Zoom 10- 15 minute break. 1 hour of reading/ spellings practice or maths games such as TT Rockstars or Numbots or revision.</p> <p style="padding-left: 40px;">Access to any zoom collective worship sessions being viewed in school that day. Assemblies will be about 15 minutes long and are ideal to watch together with other family members at a time to suit your family.</p>

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<p>The detailed picture: Strategy 3</p>	<p>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.</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 Head teachers. 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 3rd day of self-isolating when a positive Covid-19 has confirmed that absence will be longer than 2/3 days.</p>
<p>The detailed picture: Strategy 4</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 14 days by track and trace.</p> <p><i>The school considers using the following model where appropriate:</i></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/TEAMS) 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>The detailed picture: Strategy 5</p>	<p>5/ School closes to all pupils other than key workers and vulnerable pupils at the request of the government due to lockdown.</p> <p>Where possible, children are provided with a pack for home to include basic stationary materials and any curriculum resources appropriate to year group.</p> <p>During the period of closure, the class teacher will be delivering Zoom or TEAMS</p>

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	<p>lessons. Children in key worker and vulnerable children provision will also access the teacher live lessons, with teaching assistants or other staff where available supporting 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 would recommend following a similar structure to the usual teaching day online, with teachers teaching remotely throughout the day, allowing for breaks and lunch.</p> <p>As a minimum, children should have access to live lessons and follow up tasks with the teacher for at least 3 hours a day and up to 5 hours a day. Younger children may need shorter sessions than older children.</p> <p>Lessons should include opportunity for interaction with the teacher, feedback and support for those times that children are 'stuck'. Lessons should include core subjects plus lessons linked to the wider curriculum.</p> <p>Good practice allows for children to be 'present' in lessons throughout the day so that parents are able to continue to work at home safe in the knowledge that children are accessing lessons throughout the day and getting the support they need from the teacher. It is important that printing is kept to a minimum or not needed at all at home.</p> <p>Example of good practice when this happens- taken from Y6 timetable:</p> <p>8:45- 9:15 Morning Task</p> <p>9:15 Reading lesson and independent set work</p> <p>10:30 English lesson</p> <p>11am Break</p> <p>11:15am English lesson follow up work</p> <p>11:45 – Maths lesson</p> <p>12:20- Lunchtime</p> <p>1:00 – Maths lesson follow up work</p> <p>1:30 – Other curriculum area lesson</p> <p>Followed by independent reading time/spelling practice/ maths games such as TT Rockstars or Numbots</p> <p>Assembly recording available for family to watch together every afternoon.</p>
How will we ensure virtual learning is effective?	<p>Each school in the trust plans systematic monitoring of virtual learning, focusing on monitoring the effectiveness of provision strategy 1-5 above.</p> <p>Each school know 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>The Head of School Improvement for DSAT has oversight of the Virtual Teaching Programme and works with the Virtual Teacher to ensure provision is of a high standard.</p> <p>All teachers and leadership within DSAT have appraisal targets linked to the delivery of high-quality virtual learning.</p>

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