

# Peover Superior Digital Strategy 2020

*Care, Achieve, Believe*



## **Rationale:**

This document outlines the detailed school plan to ensure learning is continued by pupils of Peover Superior Primary school, irrespective of self-isolation or a local lockdown. The plan identifies a range of learning platforms in which to support home learning whilst acknowledging barriers to those households without WIFI, 4G or access to digital technology.

‘Remote Learning’ refers to the provision of work, teacher support, assessment and feedback from teachers to pupils if lessons cannot be delivered in school in the usual way. In these unprecedented times, our approach aims to be flexible and responsive and cover different circumstances so that our educational offer is as uncompromised as possible. As always, we recognise the need to consider the personal and individual circumstances of each of our families to ensure all children have the opportunity to continue to gain a high-quality education. This strategy applies to situations which arise as a result of enforced isolation but where children remain healthy and well.

It does not apply to situations in which:

- children are absent contrary to official medical advice from Public Health England.
- parents choose to remove children for unauthorised holidays.

In the event of any form of isolation and loss of learning caused by the pandemic COVID-19, families must understand that engagement in home learning is compulsory, as is the expectation that Peover Superior Primary School makes sure provision is available and accessible to all. However, if children themselves are too ill to attend school then they should not be expected to engage in home learning.

The plan identifies the support offered from school for a range of instances including whole bubble or outbreak of coronavirus and those isolating due to a household member receiving a positive test. The plan identifies a range of events and the actions which school will take within each scenario. The plan compiles with the expectations, principles, and guidelines outlined in the DFE document:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## Learning Platforms:



Microsoft Teams (MS Teams) is the main learning platform which will be used to communicate with all parents and pupils with the exceptions of EYFS who will use Tapestry. The purpose of MS Teams is to create a **hub** for all learning. Each child in school has their own personal email address which will be used to communicate, set work and provide feedback to pupils. The system will be used for daily live 'drop in' sessions, daily story/shared reading time and allow teachers to address misconceptions throughout the day and at the point of need.

Parent and child consent and agreements must be completed prior to any live sessions taking place.

**English:** Oxford Owl supports home reading for pupils in the Lower School Bubble who are in the early stages of reading. The website offers a range of texts different levels to encourage decoding and blending in line with our phonics teaching. Oak National Academy supports the teaching of sequenced English lessons. Oak National encourages retrieval practices, modelling and detailed small steps to depth within a range of writing genres. Phonics Play is another platform used to consolidate learning and encourage daily practice of reading and spelling. Century-Tech supports reading as well as punctuation, grammar and spelling. Children may work through at their own pace as the platform adapts to the child's needs. Specific learning pathways can be set by the teacher as well as focused assignments.

**Maths:** Times Tables Rock Stars, Mathletics and White Rose Hub, alongside Oak National Academy are used for Maths. Teachers will specifically set challenges, learning platforms and assign lessons linked to the learning inline with the curriculum. These platforms offer a range of learning styles including quizzes, competitions and songs to support with home learning for maths. Century-Tech is used for Maths in the same way as English.

**Wider Curriculum:** Each week teachers will update the website with a detailed timetable linked to the learning expected for the week <https://www.peoversuperior.cheshire.sch.uk/page/?title=Remote+and+Home+Education+Support&pid=141> Purple Mash, Bitesize and Oak National are the platforms to support with the wider curriculum. Each week there will be a specific outdoor learning element to encourage pupils to learn away from a screen. Specific attention will be paid to the wellbeing of pupils and families during time of a potential lockdown. KS2 pupils will also use Century-Tech as a way for teachers to assign pathways and nuggets linked to Science to support progression and continued learning.

### **Preparing for School Closure:**

In preparation for a potential school closure, the children will all have access to their logins, usernames and passwords for all platforms. EYFS children will be supported through communication via Tapestry. Children from Year 1 to Year 6 will begin to use these learning platforms in lessons and become familiar with working online to ensure confidence and competence. (This is called a Blended Learning Approach) A user guide for parents and teachers will be available to support with the home learning. During the time of full closure of a bubble or whole school, remote learning will be compulsory for all children, with the exception of illness. We advise parents to allow one working day reprieve for staff members to set up home learning in the case of a whole bubble or school closure. E.g. If school closes at 3.30pm on Monday, work will be set at 9.00am on Wednesday.

### **Child or teacher illness:**

If your child or child's teacher is ill, remote learning will resume when they are well as it is **not** compulsory during this time. In the case of a teacher becoming unwell, continue to use the online platforms until told to do so. Communication via admin will advise you during this time.

### **Feedback and expectations:**

Feedback will take place within 24 hours and may be from the teacher or teaching assistant. Feedback may be in different forms such as verbal (recorded), video or written comment depending on the work set and the platform used. Misconceptions will be addressed through tasks the following day and at the daily check in each morning. Different types of feedback will be used within our blended learning approach in school and for homework so children become familiar with it.

### **How often do pupils need to send in work? How will we track it?**

Completed work will be automatically saved and uploaded onto the MS Teams platform since each child has a designated folder personalised to them. This is accessible through their private login. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions. Other platforms, such as Century-Tech automatically save the progress children have made.

Children expected to complete work each day (1 x English - Writing, Spelling or Reading, 1 x Maths and 1 x Wider Curriculum). Friday's live 'check in' session will be used to celebrate great pieces of work and bring the week's learning to a close. There will be a live 'check in' with the teacher each morning between 9.00 am and 10.30am. (Exact times will need to be confirmed depending on the number of children and staff absent) Children are expected to attend each session and parents are also welcome to attend. The purpose of these session is to complete a welfare/safeguarding check, address misconceptions from the previous day and explain new learning for the next day.

The reading 'drop in' session each afternoon is not compulsory but is an opportunity for ongoing contact and to support children's mental wellbeing. This will be an opportunity for all children to meet and share their learning.

**Limited access to tablet or laptop:**

Workbooks will be provided on request for those children without access to tablets or laptops. However, MS Teams is available as an app on all mobile devices. Whilst it is difficult to access remote learning using a mobile, parents will be able to view other work set and children will still be able to access live catch up and reading sessions.

The following table illustrates how the different scenarios will work.

<b>Scenarios where remote learning may be needed:</b>	<b>Our school is planning to work with you as follows:</b>
<p><b>1. Families who are returning from holiday in identified countries and are required to self-isolate due to quarantine restrictions.</b></p> <p><b>2. Individual cases where family members including children must self-isolate due to a potential COVID infection.</b></p> <ul style="list-style-type: none"> <li>- <b>Families showing symptoms and awaiting outcome of test</b></li> <li>- <b>Individual cases where families including children must isolate due to track and trace/ Covid exposure</b></li> </ul>	<p>In this case, the teacher would be managing the full time teaching of pupils in the classroom at the same time as working to provide appropriate remote education for your child/children at home. As you will appreciate, there is a limit to the amount of interaction your child's class teacher will be able to have with you/ your child.</p> <ul style="list-style-type: none"> <li>• Weekly remote learning timetable is updated onto the website each Monday. Follow the link <a href="https://www.peoversuperior.cheshire.sch.uk/page/?title=Remote+and+Home+Education+Support&amp;pid=141">https://www.peoversuperior.cheshire.sch.uk/page/?title=Remote+and+Home+Education+Support&amp;pid=141</a></li> <li>• Each week home learning mirrors the learning that will take place in Maths, English and the wider curriculum</li> <li>• A weekly phone call home, or more regular if needed, from a member of staff in school</li> <li>• Feedback for work completed via MS Teams, Purple Mash or Century-Tech – dependent on the work set</li> <li>• Invitation via MS Teams to attend the weekly Class Celebration Assembly each Friday morning.</li> </ul>
<p><b>3. The outbreak of a localised lockdown situation which requires groups/bubbles to have to remain at home.</b></p>	<p>In this case, the teacher will also be in self-isolation, therefore all learning will be led via MS Teams or Tapestry for EYFS. After one working day school will offer:</p> <ul style="list-style-type: none"> <li>• Daily 'Live Meet' from approximately 9.00am -10.30am to allow the children, parents and teacher to meet. (Exact time of session will be dependent on the number of</li> </ul>

<p><b>4. Multiple confirmed cases in school resulting in need for school closure.</b></p>	<p>children and staff absent) <b>These sessions will be compulsory to attend</b> and provide an opportunity for the teacher to share the learning for the day, address misconceptions and complete a safeguarding/welfare check. The first session will ensure that all children are able to log on, deal with any initial teething problems and provide an opportunity for an informal 'quiz'.</p> <ul style="list-style-type: none"> <li>• Daily 'Story time/reading session' session each afternoon at 3.00pm. This is not compulsory but provides an opportunity for children to catch up with each other. This session may also be led by a teaching assistant, but there will always be 2 members of staff on a live session.</li> <li>• Work will be set daily using the child's MS Teams email account.</li> <li>• Feedback will be via the daily live sessions and the individual learning platforms e.g. Century</li> <li>• A celebration each Friday morning for each class will be compulsory to attend.</li> </ul>
<p><b>5. Forced national/ local lockdown</b></p>	<p>In this case, it is more than likely that Critical Worker children will still be school. Teaching Assistants will facilitate running of school, supported by the Principal. Class teachers' responsibilities will be to run home learning in line with procedures in Scenario 3 and 4. (see above)</p>

**Interaction between home and school**

The approaches we have taken towards interaction between home and school are designed to give parents flexibility to send emails and messages to teachers at the time that best suits them, recognising many of you are working hours that are not in line with communication during the school day. Please do not hesitate to contact us in the agreed ways. We would ask that you keep in mind that teachers will usually not reply outside of their working hours and would therefore ask that you do not expect responses during the evening or at weekends.

**Teacher Sickness**

If teachers become ill, support staff will 'take over' the provision of home learning with resources being identified by other teachers and members of the senior leadership team. If several teachers are sick, we will have to revise our plans and will let you know what we can put in place as soon as possible.

## **Access to technology**

We know that access to the internet is a challenge for some of our families and we are working to find solutions to this. In some families, this is due to a lack of devices and wi-fi; in others there are parents working from home and multiple siblings managing timetables with only one device. In the short term, paper packs of materials will be provided for any child who does not have access to technology.

## **Why are school not offering live lessons throughout the day?**

There are several problems with live streaming lessons which we are trying to find ways to address. Not all children have the appropriate technology to access a live activity at a certain time on certain days. In some cases, other children in the household are sharing devices; sometimes devices must be shared with parents who are also working from home. Technology and connectivity can be a problem for some staff as well as some families. From a staff perspective, some of them, like you, will be juggling their own families whilst trying to deliver learning to your children.

Our experience during lockdown has shown that children do benefit from hearing their teacher introduce new learning wherever possible and we are continuing to look at ways to make online learning – both live and pre-recorded - increasingly accessible to all. The learning platforms that we have invested in enable high quality tuition as well as appropriate feedback between the child and teacher.

This document should be read in-conjunction with:

- Parent and Child Consent Form
- Simple Guide to MS Teams
- The Aspire Educational Trust Guidance for Safety in Remote Online Video and Telephone Communication with Pupils and Parents (available on the school website)