PAPDALE VIRTUAL SCHOOL PARENT HANDBOOK JANUARY 2021

Remote Learning and Teaching strategy

Version 2

Abstract

This document is intended to support your child with home learning within a remote learning environment.

Date	Version	Comment	By
03.05.2020	1.0	Created following consultation with Staff and Parent council sits beside the Remote learning and teaching strategy Version 1.4	WSB
05.05.2020	1.1	Discussion with extended SLT	WSB
11.05.2020	1.2	Checked by MD and discussed with Parent Council	WSB
13/01/2021	2	Review by Parent Council in line with staff handbook	WSB
20/01/2021	2.1	Addition of Live lessons and Education Scotland Guidance Jan 2021	WSB

Contents

1. Background

Following the Scottish Government's decision to close schools on the 19th December to control the spread of COVID-19, our staff team have responded to the practical challenges of providing continuity of learning and monitoring the Health and Wellbeing of our children and young people, with an outstanding demonstration of commitment and creativity. It is important to recognise not just this professionalism, but also each member of staff's personnel circumstances as they care for their families through lockdown. Parents and pupils have had to make significant changes to their daily lives and have really taken on the challenge of engaging with their children's learning through remote learning.

The aim of this document is to establish a sustainable plan for the ongoing provision of learning at home and to continue to be part of the Papdale Family during the pandemic, providing clarity for pupils and parents.

This document should be read in tandem with the OIC Policy Remote Teaching and Learning Strategy April 2020 and Papdale Remote Learning and Teaching Strategy document and current Education Scotland guidance. The aim of this document is to support parents in undertaking remote learning from home.

1.1 Consultation on setting this strategy

This strategy has been created through discussion with the Papdale Staff team and with the Parent Council. We have listened to the feedback received from the parental body through the forum of the Parent Council. As the strategy is implemented this will need to be kept under review, we will do this through ongoing consultation with the teaching staff and the parent body.

2 Purpose of remote learning

At this time we face challenges which none of us could have imagined. We have to remember as a school that we are offering remote learning experiences **but that this cannot be a replacement for our normal school day. We also see that for parents the juggle of supporting learning at home is hard.** Please be kind to yourselves. We recognise as a school that everyone is trying their best to engage.

We need to be clear at this time that the **focus on Health and Wellbeing** needs to be at the forefront in our practice. We live in a society which is becoming increasingly under pressure. Anxiety around health, supplies of essential goods, loss of jobs and worries about the future. For some, isolation will magnify difficult family circumstances.

Therefore, our Virtual Papdale Primary school must have at its heart a clear focus on wellbeing. Our school motto of "Working Together To Be The Best We Can Be" needs to be lived and breathed. We need to particularly focus on our values of Safe, Healthy and Nurtured.

Furthermore, we should at this time consider Abraham Maslow's triangle of basic needs. At present many families will be operating within the bottom two segments of the triangle. Some families may require support to achieve this. The Getting It Right framework is, at this time, never more important to consider when speaking to children and their families. Staff have been asked to consider these aspects when planning learning.

Vision: Working Together To Be The Best We Can Be

Values: We aspire to be a school where everyone has the right to be -

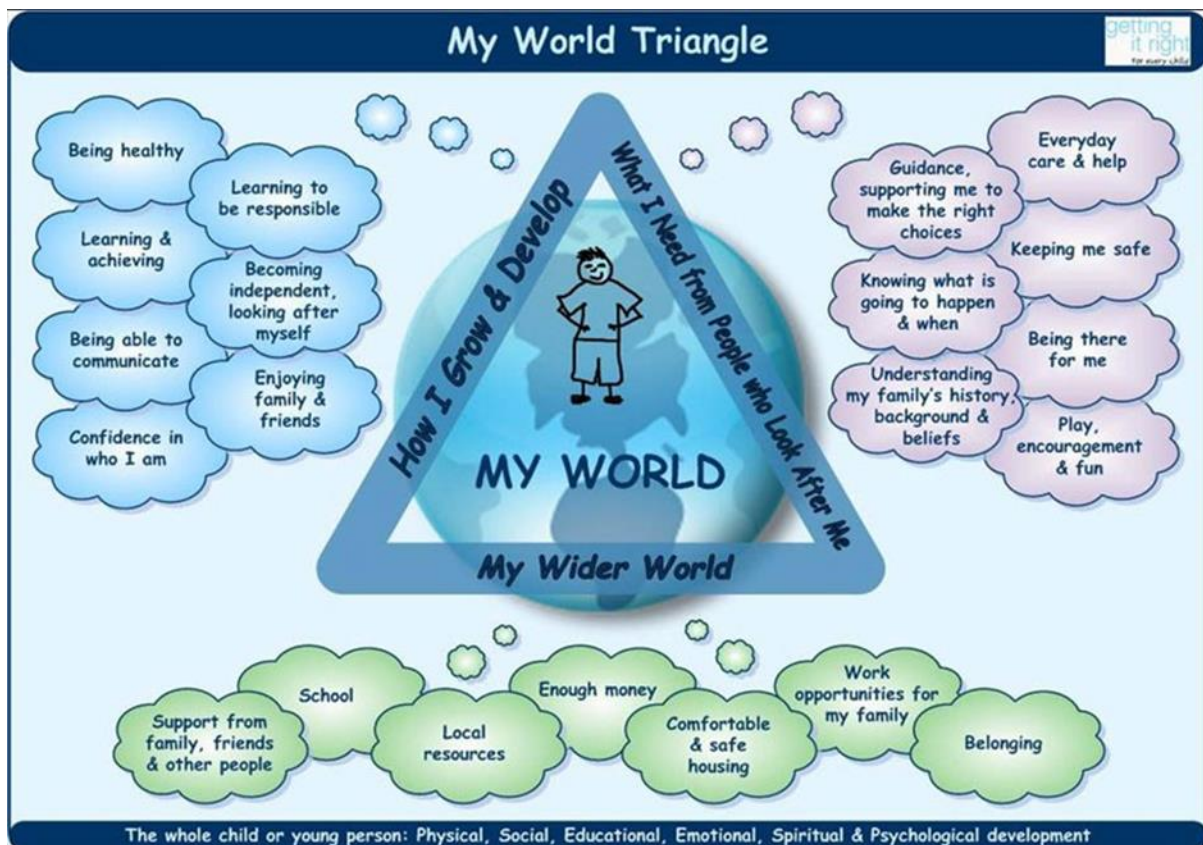| Safe	Healthy	Achieving
We feel happy and safe.	We are encouraged to eat well and exercise. We understand different emotions.	We are encouraged to, "be the best we can be".
Nurtured	Papdale Primary School	**Active**
We feel people know us and care for us.		We are actively engaged in learning, sports and play.
Responsible	**Respected**	**Included**
We care about our local and wider community and environment.	We are able to speak and feel listened to.	We are involved in school life and feel we belong.

Aims: We aim to enable our children to become –

- Confident Individuals – We matter.
- Successful Learners – We can do our best.
- Responsible Citizens – We care.
- Effective Contributors – We play our part.

Self-actualization
desire to become the most that one can be

Esteem
respect, self-esteem, status, recognition, strength, freedom

Love and belonging
friendship, intimacy, family, sense of connection

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

Maslow's hierarchy of needs

My World Triangle

The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

Therefore, we must ensure wellbeing is at the heart of what we do. Our role is to help families create routine and structure to the children's day, allow connection with the children's peers and others outside of their home environment, provide activities which are absorbing and calming which help to forget outside worries for some time, we aim to provide stimulating activities which will relieve boredom.

However, within this framework, we to consider the implications on the family as a whole - on our ask for each child, our aim to provide coherent, streamlined learning for each family.

We must work with families to provide alternative solutions for those that are finding it difficult to connect online, for whom the challenges of access the technology is too great. And for a small number of families who may not have devices or access to the internet. We need to be aware of parents feeling overwhelmed by the work sent home. At the same time we recognise that parents also have the added pressure of working from home with children to also look after. And through this all we must be able to keep the pupils safe whilst they are engaging online.

3. Quick Overview of remote learning

These are our key messages to Parents, the rest of the document provides more detail.

Staff will plan together for pupils learning experiences

- We will work together to have a consistent ask for families.

On a Monday staff will post on Teams a Learning Grid. This details the weeks learning.

Parents and children can work together to plan how best to structure their learning week. DO not undertake the work allocated to a specific day if your child is attending school on a particular day. (We will do the work in school)

- Pupils are not required to be online at specific time.

We will have a weekly whole school topic for all families to work together on.

Pupils will have 2 must do tasks to complete each day. These should be handed in to the class teacher.

- There will be a number of optional tasks presented each week in the learning grid. These are to support you with further learning opportunities.

Work can be sent in any way that suits families best

Staff will feedback to pupils about the work.

- Staff will only feedback on the work which has been indicated that they will feedback on.

Be kind to yoursleves as a family you are trying your best. But if you are having difficulties accessing learning online or need further support please contact the school or your child's teacher.

4. The curriculum

4.1 Amount of work to set

Orkney Islands Council recommends a **maximum** provision of 3 hours per day of remote learning activity, with flexibility across the week built in for when the pupils need to complete the work. We would **not** expect that staff provide 3 hours of work per day for our children for any of the classes, the amount of work provided should be adjusted to suit the needs of the classes. Our suggested maximum time for any lesson should be **30mins**. Staff should be clear when sending out tasks how long they would expect children to take to complete the tasks set. Each year group should be planning together and each class within a year group should be providing the same amount of learning per day.

4.2 Curriculum Structure

As a school our key aim must be to provide coherence for families. Therefore, this framework will be applied to the whole school.

It is recognised that each family has a unique set of needs and pressures. The virtual school is planned so that no child need attend the virtual school at a given time, but we hope to add some online meetings as time continues. Staff will post the learning grid on a Monday on Teams.

Parents should structure the learning for the week in whatever form that best suits their family situation. Please remember that if your child is attending the school over a number of days please do not do all the work on other days as the teachers in school are also following this timetable. The table below indicates what will be posted online over the course of the week.

The whole school will follow this timetable.

Within staff's planning grids there should be Language and Maths activities. A selection of topic activities and some French materials. These will be laid out in the Learning Grid.				
Monday Daily Check in	**Tuesday** Daily Check in	**Wednesday** Daily Check in	**Thursday** Daily Check in	**Friday** Daily Check in
Learning Grid for the whole week is sent	EA Art is posted online	EA Music is posted online	EA PE is posted online	

A whole school topic will be run on a weekly basis for families to work together on. There may be activities from classes original topics for pupils to access within the Learning Grid as optional activities.

4.3 Learning Grids

Learning Grids will be posted online on a Monday morning, they will be posted on the Teams page.

The grids provided to the families should clearly state core learning tasks but additional, "for Fun" or optional activities will also be provided. This allows for pupil and parental choice should you wish extension of learning. The grids will indicate the pieces of work that are expected to be handed in. Staff will not feedback on every piece of work. On each task there should be a clear indication of the approximate length of time each task is likely to take to complete.

Some staff will use the Assignments framework within Teams for submission, however parents should return work in the manner which suits them best. This may be via email or Teams.

It is expected that staff will give longish deadlines for tasks. For some none core tasks it is acceptable to have deadlines which may run over a couple of weeks. However, we would prefer that the timeframe for a week is Mon until the following Sunday to allow for parents catching up on learning at the weekend.

4.4 Home learning

Please never under estimate the power of learning which you are leading as a parent. Spending time with your child is a priceless gift. Talking, listening, and family life are all part of learning that a child needs. Painting the fence, being in the garage doing mini projects, sewing, baking, painting, running and jumping, listening to the birds and recognising the changing seasons are powerful learning experiences and it is likely that after this time these are the experiences which your child will remember.

Physical Materials

If you do not have access to a device or lack data capability, please contact the school and we will try to support you. Please also let the school know if you require materials such as paper, pens, text books. As a last resort we will print out copies of learning materials.

4.5 Teams

Each class has access to an online Team. For more practical help with Teams please see the Supporting Virtual Learning document. However we have outlined below the main areas of Teams.

Staff will use the General area to post general news and announcements to the whole class. Pupils should not post on this area as we have noted that important posts are lost in the conversations.

Class Materials

Each class should have a Class Materials folder, there you will find a dated folder for the week beginning. There you should find all the class materials for the week including a copy of the Learning Grid.

Channels

Within each Team, channels have been added. General, Daily Check In, Expressive arts should be on every class team. These channels are sections to divide different conversations. If you wish to submit Expressive Art work for feedback post the work within this area. Please use the Daily check in ONLY for class registration.

A sharing work channel is the area where, if your child wishes they can share their work with the wider class. Pupils should be able to comment on work there.

Older classes may explore the use of a class chat channel but staff need to ensure that there are clear rules around using this channel and staff may limit access for pupils.

4.6 Learning resources

The majority of pupils should be able to access learning online. Therefore all resources for learning should be provided through the medium of Teams and email. Class materials should be placed within the files storage.

We recognise that there are a small number of families who do not have access to any of the above options and staff will contact the family and pack of work will be posted from the school. Families receiving postal packs should not be disadvantaged and should receive similar if not the same

content of learning as those engaging online. Please let the class teacher know if you are having problems with access to IT.

4.7 Nature of the tasks to be set

Staff are following these guidelines when setting work for children to complete. The OIC Remote Learning Policy recommends no more than 50 mins max for any lesson, however our expectation as is a school is 3**0 mins max** for any of the year groups in school. Tasks or lessons provided for the young pupils may be less.

Remember your child will take much longer to complete work than they would in class, as they do not have the advantage of asking questions, find the new situation of home learning alien, struggle with their own ability or self-esteem. We expect that all pupils may have problems applying themselves to the tasks given. Parents are struggling trying to juggle different children's needs. "Less is more" is the key phrase parents have fed back to us and to this end we are attempting to do this.

When setting tasks staff have been asked to consider the resources that they expect families to access. We recognise that some families will have limited resources. Let us know if the tasks being set are inaccessible due to resources and we can see if we can solve this problem. Materials such as pens/ paper/ crayons can be provided by the school.

Staff will use familiar task types which pupils can do without parental support. We encourage staff to write instructions in a pupil friendly way.

When staff introduce new learning we are clear that we will need to give the pupils more support than ever. To this end some teachers will use pre-recorded videos so that children can access the learning at any time and can replay the learning over. Some classes will give direct links to private Youtube channels as we know that trying to access videos from Teams can be difficult.

When designing tasks, where applicable, we will try to make sure that as much learning as possible can be completed offline and does not rely on technology. For example, should reading be directed online the option to do a similar task with a book from home should be suggested. You are welcome as a parent to adapt the learning tasks to suit your own context.

Teachers will provide different levels of learning as they would in class. They will develop learning to suit the needs of their cohort.

Staff should be clear with the amount of time that they would expect the activity to take, so that families know when they should stop! However, if your child is distressed by activities do no pursue this. Perhaps come back to that task another day. If the task continues to upset your child have a chat with your class teacher and they can provide you with support.

Text to speech

Many devices have the capacity to read instructions out. It might be worth exploring whether your devices have this capacity. This could help your child access the learning which is being asked of them. This following link may help those who use Microsoft.

https://support.office.com/en-gb/article/use-the-speak-text-to-speech-feature-to-read-text-aloud-459e7704-a76d-4fe2-ab48-189d6b83333c

If you have an assignment posted in Teams you can click the immersive reader icon which is found on the top right hand side of the Assignment Page. This will read the text out for you.

You can encourage younger pupils or less reluctant writers to use the Dictate button, which can be found on many word processing devices. This will help with recording of answers.

Video Conferencing Live Lessons

As per Education Scotland Guidance Jan 2021 young people are entitled to a balance on live learning and independent activity. In Papdale live learning means that children will be able to speak to a member of staff in real time. In a forum such as Teams Meet – which is a video enabled meeting. There children can speak directly to teachers. However we believe that pre- recorded lessons are probably a better way of delivering learning to children as children can review the material, they do not need to be online at a certain time.

Live lessons in Papdale will be used for catching up with smaller groups of children to check in with them. Staff may have a small group discussion clarify points or even play games with the children at this time.

Please see the number of guidelines we would recommend that occur if your child is taking part in a "Live Lesson".

- We would recommend that an adult be with the children when they try this for the first few times. You are welcome to remain with the child during the call but this is not essential.
- When attending a live lesson, it is best to start with the microphone muted as lots of microphones on can cause background noise.
- If children do not wish their camera to be on, it does not have to be. We will encourage children to do so but this is NOT essential.
- Children will not be left in space online unattended by staff members.
- Staff will monitor who is in the meeting, the use of a waiting lobby will be used so that staff know who is entering the meeting.
- When the meeting is over Staff will close the meeting and children will not be able to re-enter the space.
- When children want to speak to a teacher they should use the "hand up" function. This is a small icon in the shape of a hand.

If you click on this icon you will get a chat screen. You can write in text in the chat box for your teacher.

Here you can switch off your video camera, and switch off your mic.

Please note, there is NO requirement of pupils to be online at a specific time to participate in class. If a teacher offers the invitation for groups of pupils to do so and they wish and can meet at a certain time this is a bonus!

Vscene

We will continue to host our children's review meetings and some one to one learning via the Vscene application. You will get a direct link and a pin number to access this platform. This platform allows us to link with agencies outside our school organisation. Should you be invited to use this platform we know that this works best when using Google Chrome as the browser. Phone the school if you have any questions about this.

4.8 Communication and school hours

Papdale Virtual School is available online at any time of the day or night. However we very much need to shape our work week and to this end the school will be open Mon – Fri 8am – 5pm for pupils.

Some of our staff are juggling their own family's online learning coupled with caring for young families they may only have time to feedback on learning in the early evening. Please do not however contact your child's teacher after 5pm. If you must, please do not expect a response until the next working day.

The Virtual School will follow the same term time dates which were set. To this end we will be closed on Holidays as normal.

4.9 Staff who work in the school

Please be aware that staff will be required to deliver face to face sessions in school. You should be informed of the staff who are leading online learning and know who is in school. If your child's teacher is delivering face to face learning the other staff will be keeping an eye on your child's learning. The staff will be planning work together so the needs of your child have been taken into account when planning the learning for the week. Should you contact your child's teacher during a week they are face to face there may be a delay to them being able to respond to your request. Do not be afraid to contact the other online staff they are there to help you.

4.10 Feedback and Assessment

In these times our primary function of feedback is to, provide social contact, provide positive recognition of the effort pupils are putting into completion of work, and to give pupils confidence to continue. Staff will make it clear as to which pieces of work they wish to be returned and will indicate the pieces of work that you will receive feedback on. Staff would like to respond to all the posts that are made but due to workload we have decided that not all work will be commented on. However, we still very much enjoy seeing the fantastic work that is being done at home!

Expressive Arts staff are not expected to respond to every post which is made. Staff should be clear as to the classes they intend to make feedback to. The Expressive Arts team will choose different classes each week and it is recommended that EA staff plan together which classes they intend to focus their responses to so that each class is receiving one kind of EA feedback per week.

We know that assignments which are a few weeks old and which are overdue or have not been completed can upset pupils and parents. Staff will consider removing old assignments from the pages if it looks unlikely that this will be done. Staff have been encouraged to be as flexible as they can be with the deadlines.

4.11 Daily Registration

It is an entitlement of every child that they have a daily check in. Please complete the Microsoft Daily Check in Form. This can be found on the check in channel.

We will keep a track of those not engaging in online learning, or with the postal learning. You may be contacted by the class teacher or a member of the Senior Leadership Team. We will try to help solve some of the issues with you. It is appropriate that some families will be contacted every week, staff will be identified to undertake this.

The school will keep parents updated through the weekly Headteacher chat, sometimes called "Goss from the Boss". This is posted on Facebook normally on a Friday and you can find a link to the video on our school website. From time to time newsletters will be sent out to the whole school family but video communication has been found to be more effective.

4.12 Wellbeing of Children – Child Protection

It is vital that we continue to be vigilant to the needs of our pupils and families. These closures will put a high strain on many families and families that were not in the past seen as vulnerable may become so. We will continue to work within the Child Protection framework as normal should we have concerns around families.

5. Expectations of Families

We know that everyone is trying their best. Our expectation as a school on families is that you will work together with us so that together we can support the learning of your child. We would appreciate that you support us with this by helping your child overcome some of the barriers to learning at this time and that you have a go at the "please do" activities. We would expect you to submit the work which is requested.

Please can you support your child with communicating online. The online environment reduces our inhibitions as we have the distance of the screen between us, this means that messages can be easily misconstrued, you may need to guide your child to help them communicate well. Please always respectfully communicate with the staff.

Pupils should only communicate within Glow email and Teams directly to staff. Families should not contact teaching staff in any other medium. Parents should not telephone staff directly. If you wish to speak with the school, phone Papdale Primary School and a member of staff will be in touch with you.

We know that everyone's mental health is up and down at this time, it is OK not to be Ok, but if you and your family are struggling please do not hesitate to contact the school and we will be in touch with you.

6. Complaints Procedure

If you have any queries or concerns please contact Papdale Primary School directly. Mrs Bowen or a member of the Senior Leadership Team will make every effort to work with you to resolve the query. If you feel the issue is unresolved or you are unhappy with the response given, you can contact Orkney Islands Council via the standard complaints procedure, using the contact details below. Complaints Officer, Education, Leisure & Housing, Council Offices, School Place, Kirkwall KW15 1NY or via email education.leisure@orkney.gov.uk

All information provided in this handbook was correct at time of print.