



Remote Learning at Valley Primary School

OUR CURRICULUM AND CURRENT PROVISION

At Valley Primary School we ensure that all children, whether at home or in school, receive a full timetable offering a broad and balanced curriculum. We offer this in a 'dual' way with some of our children in school and some using individual log ins for Microsoft Teams at home. Every child is in a bubble, whether at school or at home with a dedicated teacher from within their year group. In school, our teaching assistants and higher level teaching assistants are working alongside our teachers to facilitate smaller bubbles for our critical worker and vulnerable children.

A typical remote learning day involves:

A staggered start between 9.00 and 9.45am (to cater for families with multiple children sharing a device) where the teacher will deliver a 15-20 minute live lesson input for Maths. Following on from this, work is set as an assignment in Microsoft Teams, this can either be completed directly onto the document and uploaded by each child, or can be handwritten and a photograph taken and sent in. All work is differentiated using our school red, amber, green system. A Traffic Light Challenge is also set at each level as an optional activity to challenge our children further.

The children have a break and return for their English lesson. This is a 30 minute session comprising of phonics or reading skills, followed by the English session input. Following this work is set using the same format as the Maths session detailed above.

The children have a lunch break after this and are encouraged to get some fresh air or have some non-screen based time before returning in the afternoon for a 15-20 minute Foundation subject lesson with a focus on Topic, R.E. or Science, with independent written work or a practical activity set in the assignment section of Microsoft Teams following the input.

All our lessons are recorded which means that children who are unable to access the lesson live, often due to family circumstances, are able to watch the lesson at a later time.

All assignments are set with an 8pm deadline for handing in work, however we encourage they are completed straight after the input and we do allow late submission for some families where circumstances mean they need to complete work at weekends etc. Teachers provide feedback on each piece of work in Microsoft Teams and send this back to the child to enable a dialogue between teachers and children. This typically comprises of positive praise plus identification of a next step or question to move learning forward which is in line with our usual marking policy which our children know and understand.

Our Nursery provision.

Our Nursery is open however many parents have chosen for their children not to attend school to minimise risks.

For the Nursery children who have chosen not to attend school, the children are provided with a daily focus session which is recorded and uploaded to our website for the children to view.

This aims to maintain contact with teachers and includes activities which can be completed easily at home which focus on key skills from the Development Matters EYFS framework.

Alongside this, a weekly task board is provided, with activities from each area across the EYFS curriculum for children to choose tasks to complete each day.

The Nursery children and parents also receive a weekly phone call from one of the Nursery staff to discuss their learning, their well-being and to maintain relationships.



OUR FOCUS ON WELL-BEING

Feel Good Friday

A letter from our School Council noting that children in school didn't have the opportunity to wear their own clothes, alongside our increasing awareness about the time staff and children were spending working on screen via Microsoft Teams, resulted in our Feel Good Friday initiative.

On a Friday, lessons continue as usual in the morning however, there are no live afternoon sessions. Instead, we provide outdoor activity ideas for the children to enjoy going outside and challenging themselves with outdoor activities away from a screen or classroom desk. Teachers who are working from home also have this time to catch up on marking/planning etc. and schedule and prepare lessons for the following week.

Children and staff who are in school are able to dress down on a Friday and also have the opportunity to do outdoor activities. We also provide the opportunity for all children in school to enjoy a P.E. focused afternoon led by our regular sports coaches on an alternate week rota basis.

To add a little excitement, all staff, whether in school or teaching remotely, adopt a theme each week and the children try to guess what it is. Staff share a riddle at the start of the day on the Interactive Whiteboard in school or through screen sharing as children enter their first session on Microsoft Teams remotely. This helps motivate all children to guess what the week's theme is!

An example of a theme:

My first is in circles and also in squares,
My second is in apples and also in pears.
My third is in oranges and always in lemons,
My fourth is in water but never in melons!
My last is the nineteenth when counting from A

Your teachers are all showing this theme today!

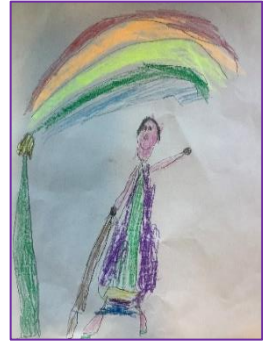


This theme was Spots!

Enrichment opportunities

We have enjoyed enrichment opportunities, building into our timetable themed days, competitions and special activities regularly including; Mental Health Week, Number and Shape day, Internet Safety Day, Captain Tom inspired Art Competition.

We also enjoyed supporting the Charity event, RSPB Bird Watch.



An entry from a KSI child for our Captain Tom inspired competition with herself as a 'rainbow pandemic child'

Healthy mind, healthy body

Our provision also aims to encourage healthy mind and body activities. Each child has an individual log in to Real PE and Charanga Music with tailored activities set for their year group.

We have daily Mental Health ongoing activities and a dedicated page on our school website, providing strategies and activities to support Mental Health.



Positive social interactions and rewards

Our final day of the half term is a well-being reward day to allow positive social interactions with friends whom the children are missing. Class meetings take place across the day including both remote and in school learners with a focus on chatting, playing games and enjoying being friends. These run alongside our 'Happy News' positive well-being activities.

House Points continue to promote positive learning behaviours, attitudes and high quality work. We use Microsoft Forms to collate these with a house party reward for the winning house with remote party games and dancing for those at home and a socially distanced physical party for those in school.

Supporting parents

A priority has been ensuring that parents feel supported at home. We achieve this through:

- HT virtual drop in session for parents fortnightly
- An allocated member of staff each week to phone any families not accessing sessions for two days on the run.
- Pastoral team support via weekly check-ins
- Socially distanced 'Safe and Well' checks as needed for families not engaging with school learning or telephone contact
- EWO officer contact with identified families
- Support for families in accessing remote learning through help sheets, online guides etc. via our school website
- Food parcels, vouchers or meals for families in need
- Signposting of food banks, agencies and organisations.

CHALLENGING OURSELVES

Ongoing challenges and learning opportunities

We encourage our children to continue to live our vision in their everyday lives:

ASPIRE for excellence, ENJOY learning, ACHIEVE success, CHALLENGE ourselves further.

We continue to look for ways to show our school values:

RESPONSIBILITY, COLLABORATION, RESPECT, HONESTY, KINDNESS and COURAGE.

We support our children to continue learning their key skills by promoting learning activities they would have on a half term basis including KIRFs (Key Instant Recall Facts), Spellings and Reading. We also encourage our Time Tables Rockstar and Purple Mash activities to continue and signpost recommended websites for additional activities using our school website learning zone.

Our children strive to travel 'Around the World' completing their Topic Passport where each country has half termly Topic linked activities focusing on a different area of the curriculum.

Our children have been encouraged to keep a diary during lockdown to share with their friends during our PSHE focus week when we return to school. The children will then keep these and share them with their children in the future and remember this unprecedented time.



A sculpture by one of our Year 6 children in the style of Antony Gormley titled; #nhsnurse.

It shows a papier mache nurse with a face mask in her hand at the end of a busy shift. It has angels wings in recognition of the sacrifice nurses have made in this pandemic.

IMPACT, FEEDBACK AND NEXT STEPS

Impact

In all areas of the curriculum children are engaging in their learning and are accessing work at a level that is appropriate to them. Our engagement figures are excellent across the school.

Where there has been a particular SEND need alternative resources and provision has been provided, including visual timetables, coloured screen overlays and social stories. For individual EHCP children not attending school, one to one support has been provided through daily virtual catch up sessions led by our SEND lead. Where remote learning has become a significant issue and not worked due to particular SEND needs, we have offered places in school.

Feedback

Our parents are delighted with the provision overall and many have thanked us for the offer. Some examples of feedback received from parents via our Parent Liaison Lead include:

"I'd like to say a big thank you to you all for the dedication shown. It clearly wouldn't be working so well if it wasn't for all the hard work everyone has put in. It hasn't gone unnoticed. I'm sure parents who are in my position would agree."

"I wanted to say a big thank you to the teachers for keeping both my children engaged this week with online lessons. It really has been a Godsend and made transition to home schooling easier. I really am impressed with the way Valley has come together to get home schooling sorted. Well done all!"

"Staying connected to his friends and teachers and being able to communicate has been a huge positive."

Our children completed a questionnaire about their experience of virtual learning, some examples of their comments include:

"I like being able to keep in touch with friends and teachers and learning."

"I get to see my friends and it feels like we are in a classroom, it's good to have a teacher showing you what to do."

Next steps

Next half term we plan to:

- Mix all bubbles both in school and remotely, to allow interactions with different peers
- Offer live questions and differentiated support following lesson inputs
- Organise Virtual Instrumental lessons led by Solihull Music Service, starting with Guitar lessons for Key Stage Two children
- Build in an optional daily social catch up, games or fun activity time to further promote well-being and address the concern raised during HT drop in sessions that children are missing playing with, and chatting to, their friends
- Build on support for parents, tailoring signposted support and building on Mental Health support opportunities.