

| Virtual Learning Standards | Actions |
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| <p style="text-align: center;">Strand One: Leadership of Virtual Learning Leaders ensure <i>clear expectations</i> in virtual learning, <i>attendance</i> is strong, <i>training</i> is in place to support the delivery, and that there is <i>robust monitoring</i> all of which ensures the provision is high quality.</p> | |
| <p>There is a single leader who oversees the Chase View Primary QA process and has knowledge of the effectiveness of VL</p> | <ul style="list-style-type: none"> • HT is home-learning leader. • HT attended remote-learning webinar by DfE • Whole staff have watched and replied to lessons from Lockdown: Nuffield Science |
| <p>Expectations for teachers, support staff, pupils and parents are clear and communicated effectively</p> | <ul style="list-style-type: none"> • Remote-learning guidance created for all staff. • Remote-learning code of conduct created for all staff, children & parents. • Staff training on 'What is working well with remote learning provision • Staff training on technicalities of remote-teaching • Staff training on quality of remote lessons. • Parents constantly updated on provision via email (through HT) and social media pages (our IT Technician - Mrs Lloyd-Smith) • Home-school support via class teachers and HT No specific point of contact for remote-learning queries as all staff are able to cover attendance, behaviour issues, general queries, advice & support. • HT and all staff are responsible for checking in via telephone on our pupil premium and more vulnerable families who may not be accessing/engaging with email communications from the school. |
| <p>The learning timetable is balanced and appropriate for the context, providing sufficient work for at least the minimum learning hours each day</p> | <ul style="list-style-type: none"> • ALL year groups are receiving their full curriculum timetable via live lessons taught in their usual classes by their usual teacher, apart from PE and Music. PE: Joe Wicks LIVE and recorded and Music is pre-recorded via Charanga • Social time is delivered live once per week and constitutes the basis of our pastoral checks (HT quiz time with each class). • One-to-one pupil support sessions are being carried out via class teachers and Teaching assistants from 08.15am to 3pm |
| <p>Leaders ensure that they use the AET systems to record attendance and engagement for all students and actively address non-engagement</p> | <ul style="list-style-type: none"> • Remote-learning registers are taken • If a teacher has concerns about engagement of a pupil, HT is made aware and will contact home in that respect. |

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| <ul style="list-style-type: none"> • Leaders connect engagement with virtual learning and pastoral information | |
| <p>Leaders quality assure:</p> <ul style="list-style-type: none"> • the structure and content of the modified curriculum • the provision (including lessons, the learning materials and feedback) • the impact of the provision in terms of engagement, progress through the curriculum and pupils' attainment | <ul style="list-style-type: none"> • A mix of Recorded and Live lessons allow for the usual curriculum to be taught following usual schemes of work, however adaptations to plans have needed to be made by teachers, and we are aware that topics may not be covered as quickly due to loss of lesson time. • School has provided exercise books for students to help to record and organise notes wherever necessary • We have received a huge amount of positive emails from parents commending our remote-learning provision, as well as how quickly it was implemented. The theme of the emails has usually mentioned pupils enjoying their learning and being able to access it independently. |
| <p>Leaders use quality assurance information to take appropriate steps to improve provision where required</p> | <ul style="list-style-type: none"> • This document has provided a framework for quality assurance, as well as developing a framework for every lesson that was shared in staff training on 3rd February • We have only had 2 parental emails that have questioned some of our remote-systems, and these were to do with technical issues that were rectified. So far, we have received no feedback that has criticised the quality of our lessons. • At present, we have decided not to observe live lessons whilst teachers are adapting to a new method of teaching. • HT has set up feedback@chaseview.staffs.sch.uk for positive and negative comments, so far it has not been used by parents |
| <p>Leaders support colleagues to deliver effective remote learning through appropriate professional learning</p> | <ul style="list-style-type: none"> • Various training sessions have taken place on safeguarding and technical issues. • Very effective culture of shared practice and sharing ideas between teachers and departments. |
| <p>Strand Two: Curriculum: what will be taught</p> <p>Virtual schemes of learning are ambitious, balancing progress through the existing curriculum and the unique nuances of virtual delivery</p> | |
| <p>School leaders have identified clearly end points based on the most critical objectives in the context of the individual subject</p> | <ul style="list-style-type: none"> • Teachers are able to follow their usual curriculum due to the nature of our provision, therefore their usual curriculum overviews and schemes of work are applicable (albeit the adapted curriculum overviews from July 2020). |

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| | <ul style="list-style-type: none"> We accept that curriculum time has been lost, and this may lead to topics being shortened, even more so than originally thought. |
| The curriculum is sequenced intelligently to build on prior learning and connect to next steps | <ul style="list-style-type: none"> Teachers are able to follow their usual curriculum due to the nature of our provision, therefore their usual curriculum sequencing can occur. Teachers can make adaptations to the delivery of their topics in light of the constraints presented by remote-learning. |
| Teachers make appropriate adaptations to ensure that all pupils can access the curriculum | <ul style="list-style-type: none"> Teachers are teaching their usual classes and have been trained to deliver their usual lesson as far as possible, and this does include differentiation. All classes have an adult who is catering for our less able children - whether that be through: differentiated work, 1:1 calls on welfare, 1:1 calls explaining the work set. So far, we have had 25 lap tops allocated by the government, however, these have NOT arrived!! We have purchased 30 Chrome Books and have issued 25 16 Ipads have been loaned out. |
| Strand Three: Teaching virtually | |
| Teachers provide appropriate direct instruction to deliver the aims of the curriculum | <ul style="list-style-type: none"> Teachers are delivering all of their lessons either recorded or live, using a combination of resources and interaction techniques. PE is encouraged via Progressive sports activities and the use of Joe Wicks programmes. with the aim of encouraging pupils to stay active during lockdown. |
| Teachers allocate a variety of tasks that meet the aims of the curriculum | <ul style="list-style-type: none"> Teachers have been trained in delivering lessons and as far as possible using their usual resources e.g. PowerPoints, worksheets, annotations on white board etc. There is a collaborative and supportive teaching culture in which staff are sharing any additional resources/apps they find. |
| Teachers assess pupils' learning appropriately providing pupils with feedback while identifying misconceptions | <ul style="list-style-type: none"> Due to the live lessons, AFL, interaction, verbal feedback etc is instant and ongoing to enable progress and addressing of misconceptions. Teachers have been encouraged in training to go through work in lessons, to allow for self-assessment. |

- Formal assessment is not taking place in the form of pupils submitting work for marking, as the decision was made to allocate more time to delivering live and recorded lessons. Therefore summative assessment might take a different format so formative assessment has been increased as stated above.

Pupils have opportunities to engage in discussion to explore misconceptions and provide challenge

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