

Digital Strategy

2020 – 2021

To maximise potential of technology to grow the capacity of Victoria Road Primary School for:

- **Teaching and Learning:** To create an effective 'blended' approach to in school and home learning, enabling school to revert to full time home learning if required for individuals or bubbles and addressing inequality gaps in access to technology.
- **CPD:** To develop and improve online collaboration and sharing of resources

(see end of this plan for current DfE direction)

Action	Time frame	Implementation Activities	Who	Outcomes for children, staff and parents.
1. Decide on digital platform – children set up.	Summer term '20	Work with Adept Education to set up Microsoft Teams. Grant claimed from the DFE.	CL	Digital platform in place to move forward from.
2. Teachers to receive training on Microsoft teams	30 th Sept	Training from Adept Education for SLT.	Class Teachers/SLT	Teachers/SLT are clear about the initial functions that the platform has.
3. Engage with trust digital strategy group	15 th Sept (on going)	Attend the meeting looking at how the trust is developing their strategy.	JM	JM discussed with CL and feel comfortable that Microsoft Teams is the right platform and is in-line with majority of Trust schools. We have a clear understanding of how the trust can support us / how we can offer

				support to other schools in the trust.
4. Decide on tiered focus of delivery.	12 th Oct	SLT to meet and decide on tiered system eg. Self-isolating individuals (maths and English emailed home as short term whilst waiting test results), bubble sent home, local or national lockdown move to lessons on teams. Children with no internet to receive workbooks. Exact expectations to be agreed with the trust.	JM and CL	Teachers clear about the expectations on them in the event of children not being in the classroom.
GAP TASK: set parents evening appointments Deliver parents evening appointments	7 th Oct	JM to deliver staff training on how to set up parents evening appointments using team and time slots chosen on School Spider by parents	JM All teachers	Teachers and staff have a basic understanding of how Parents evening will take place this term – any issues discussed
5. Parents made aware of digital learning platform and asked to set up home devices ready.	13 th Oct	JM to ask MM to send out a message to parents	JM/MM/CL	
6. Use of Microsoft teams to send out parents' evenings / deliver parents evening.	7-21 st Oct	Teachers to send out PE links via email	All teachers	
7. Set up Microsoft teams on school ipads/laptops.	12 th Oct	JM to speak to Redtop about setting this up on all ipads/laptops in school	JM/CL	Parents are aware of the direction of the school digital strategy and start to engage in setting up the platform on home devices.
8. Digital learning /home learning focus of parents evening appointments.	21 st Oct	Staff to use Microsoft teams to send invites to parents' evenings. Use teams to meet with parents.	All teachers	Staff and parents use teams for virtual meetings.

<p>9. Follow up calls to parents who haven't engaged with parents' evenings.</p>	<p>Monday 19th- Fri 23rd Oct</p>	<p>Staff use teams to meet with parents and discuss:</p> <ul style="list-style-type: none"> - How children have settled back into school - How parents found lockdown - Any barriers to using this system we need to be aware of. 	<p>All staff and parents</p>	<p>The devices within school are able to be used to train the children. – Teachers can do this as part of their weekly ICT lessons</p>
<p>10. Parents made aware of how teams will be used to set, review and feedback on work in the event of a bubble being sent home / local or national lockdown and what to expect from each tier of our approach.</p>	<p>19th-23rd Oct</p>	<p>JM/CL to receive list of those parents who haven't attended parents evening. JM/KT/CL to then start phoning individual families to see what support they will need.</p>	<p>JM/KT/CL</p>	<p>Staff have an awareness of any potential limitations for individual children in their class.</p>
<p>11. Parents to receive email address and logons for children on teams.</p>	<p>Send 19th- 23rd Oct</p>	<p>CL/JM to send letter out to parents explaining how the digital platform will be used to set, receive and feedback on work. Included in the letter will be the reasons why this might be needed and an explanation about the upcoming homework task along with a copy of our tiered plan for delivery.</p>	<p>CL/JM</p>	<p>Parents supported to access Microsoft teams or when necessary alternative solutions are sought.</p>
<p>GAP TASK: introduce Microsoft teams to the children. Set a piece of work to be completed on teams in class. Use submit and feedback features on the work</p>	<p>19th-23rd Oct</p>	<p>Office along with JM to ensure children and parents have stickers with logins and passwords.</p>	<p>Office staff All staff</p>	<p>Parents to understand the importance of teams and be clear about what to expect in the event of a bubble going home or a local or national lockdown.</p>
<p>12. Children to be set a homework task on teams for them to practise returning and receiving feedback.</p>	<p>23rd Oct</p>	<p>Teachers to set a holiday task for children to complete via Teams to see how the children access this and if there is any issues or problems to solve on return to school – discuss at INSET</p>	<p>JM/All teachers</p>	<p>Parents support children set up home machines in preparation.</p>

<p>13. Staff to receive training session – Focus – recording / delivering live lessons.</p> <ul style="list-style-type: none"> - PPT with sound - Loom - Sharing screen / recording lesson <p>GAP TASK: Use chosen format to deliver lesson in class.</p>	<p>Week beg 2nd Nov</p>	<p>All teachers to set a homework task using Microsoft teams ensuring they feedback on work received.</p>	<p>JM/CL All teachers</p>	<p>Staff feel confident to set, receive and feedback on work through the assignments section of teams.</p> <p>Children feel confident to receive and submit work through the assignments section of teams.</p> <p>Staff feel confident to deliver lessons using teams –whatever that might look like.</p>
<p>14. Review End of Nov/ revise plan.</p>	<p>Week Beg 23rd Nov</p>	<p>SLT and staff to feedback on where we are and what we need to focus on next.</p>	<p>JM/CL All staff</p>	<p>All staff feel that they have contributed to our digital journey.</p>

Appendix 1

DfE Guidance for remote learning in the event of self isolation due to Covid-19

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

The intention of this Direction is to provide legal certainty for all involved in the education sector, including parents, teachers and schools themselves. It makes clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The Department for Education is providing further support for schools so that they are able to do so.

The Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020.