

# VIRTUAL SCHOOL FRAMEWORK



## TEAM MANAGEMENT

- 8:30am planning meetings daily with class team led by class teacher
- Daily Register completed by 2pm and sent to ICT Team Including staff participation
- 3:30pm reflection meetings daily with class team to inform formative assessment on Evidence for Learning
- Monitoring staff wellbeing through reflective discussion
- Student or Staff Technology issues logged with Tech Referral.
- Ensure collaboration with named therapists to ensure co-led sessions and offer are agreed.
- Ensure identification of co-led sessions with named therapists are highlighted to families and teams on timetables.

## THE HOME CLASSROOM

- Appropriate and distraction free background
- All staff appropriately dressed and presentable
- Resources for session prepared in advance and easily accessible
- GDPR mindfulness: No personal information or data shown or shared such as family members or photos.
- Any safeguarding or welfare concerns logged on school system (MyConcern and communication log)

## PREPARATION OF OTHER LEARNING RESOURCES

- All resources emailed or posted ahead of sessions. Admin can help to send to families.
- Any resources of videos shared with families are linked to PLIMS, age appropriate and supportive of progress
- Resources created by TA's have been moderated by class teacher
- Families have information for how activity links to student progress and how to capture this in Evidence for Learning
- Resources you have created to be Tagged on EFL as "Home Learning" for sharing with other teams
- Use of TEAMS nest pages for sharing activities and resources.
- Any staff member can come on-site to make resources for virtual school. Teachers can use their classrooms

## LIVE LESSONS

- Lesson activities clearly linked to PLIMs
- Communicate with the parents how they should support the learner in the lesson. Including when and how to record Evidence for Learning evidence
- TA's know how they will be supporting the lesson (planned in 8:30 meeting)
- Co-led sessions built into lesson structure as appropriate.
- Pupil voice built into lesson structure. Learner is an active participant.
- Social Interaction and Peer to Peer opportunities built into group session. Consider Recovery Curriculum and wellbeing
- Appropriate level of staffing in lesson. No more than 1:1 staffing unless specific purpose. All participants have camera on.
- Parent/Pupil feedback at end of lesson on engagement, ease of delivery and what worked. 0-10 scale verbally at end of session. Capture on communication log
- Outcomes for each session clear and shared with parents at start of lesson

## SHARED SESSIONS BETWEEN ONSITE AND VIRTUAL SCHOOLS

- Virtual classroom tidy and ready for learning.
- All classroom staff are engaged in learning and showing professionalism
- Ensure everyone's privacy and dignity is upheld e.g. students receiving medication, feeding or having behavioural challenges not to be on screen.