

Celebrating, Sharing, Supporting and Refining

School: School

Date:

	Wellbeing and Equity	Curriculum and Pedagogy	Leadership and Governance	Professional Learning
<p>Celebrate (What has worked well? / What would you keep?)</p>	<p>The school moved quickly to ensure that families without a digital device (8%) were provided with either a laptop or iPad to support engagement with distance learning. 28 children accessed the hub provision, at an average of 12-15 each day.</p> <p>Those who were struggling to engage in distance learning were encouraged to access the hub to continue with their learning. Attitudes to learning and school became a key area of focus for this group. Nurture principles were well-embedded in to distance learning. Key staff had a 1:1 link with vulnerable learners.</p>	<p>The retention of the 7-class structure at School helped to keep class sizes smaller. This has in part been funded by the Headteachers part-time secondment to support another local school. This has been complemented by the use of the ALP grant to allow support staff to focus on nurture provision.</p> <p>Through the recent lockdown period, as a result of learner and parent feedback, the school has provided three live sessions each day, which has supported and improved learner engagement. Curriculum provision has been focused around adopting</p>	<p>Prior to the first lockdown in March 2020, the school reviewed vision and values, with a view towards realising the new curriculum for Wales. Its core values of belonging, resilience and pride were determined. All three have been significantly illustrated during the last 12 months, with resilience in particular being a significant focus for the school community.</p> <p>Home-schools communications were managed using the see-saw app. Feedback from parents and data from parental surveys show that this has been</p>	<p>The school's curriculum work has been supported by professional learning on how to utilise the new progression steps /descriptions of learning in the curriculum for Wales framework to support planning.</p> <p>The school has also promoted an emphasis in professional learning on supporting formative assessment and metacognition.</p> <p>A wide menu of professional learning has been on offer to all staff throughout the period of the pandemic, with staff engaged in a variety of programmes, e.g. national leadership programmes, NQT support etc. Staff are</p>

	<p>Virtual 1:1 sessions were held with parents, children and their teachers. These sessions evolved from simple phone calls to nurture and Thrive sessions with the child and their family. This work supported pupil engagement with the wider curriculum and supported learner access and motivation. Engagement in live learning has also been helped by listening to pupil voice – inclusion of pupil choice songs to join a call and ‘Just dance’ sessions to leave sessions have supported emotional wellbeing and increased engagement. The leadership team has regularly monitored staff wellbeing and sought regular feedback from staff. A number of methods have been employed to support this e.g.</p>	<p>curriculum for Wales principles. Google classroom was established as the platform to support access to distance learning. In the initial lockdown period, pupils were provided with three pieces of work per day to complete virtually. Following learner voice and action research, three live sessions per day have been provided since January 2021. Engagement in live sessions has averaged at 75%, however, this does not account for learners who have been provided with paper packs to support their learning.</p>	<p>highly valued by parents.</p> <p>Transitions have been managed virtually e.g. through virtual tours to introduce pupils in the infant school to their new junior classrooms. Pupils leaving in Year 6 during the summer term of 2020 were provided with the opportunity to engage in a virtual leavers concert and presentation ceremony. The school’s approach to Monitoring, Evaluation and Review has continued during the pandemic. AoLE leads have also had access to all Google classrooms to monitor the quality of provision of distance and blended learning. Governors have been encouraged to join some of the live sessions provided to gain an understanding of the schools</p>	<p>also granted a good deal of autonomy to determine what excites and motivates them with regard to their own PL. There is a safe and trusting culture in the school allowing staff to have the freedom to try new things and take risks without fear of failure or criticism. This openness, honesty and transparency allows for a well embedded culture of enquiry.</p>
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	<ul style="list-style-type: none"> • Weekly quizzes/socials • Staff having the opportunity to take PPA at home • Limited screen time days <p>Leaders reviewed how much time staff were spending responding to parental requests and enquiries to ensure the manageability of these approaches. The school has continued to work towards national accreditation e.g. Rights Respecting School, working towards Nurture Quality Mark</p>		<p>approaches to distance learning.</p> <p>The Teacher Governor set up a Google Classroom provision for Governors to support the teaching and learning sub-committee. This has helped the governing body to support the school in the shaping of its distance and blended learning policy.</p>	
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<p>Share (What is worth sharing?) (What have you shared? / who with?)</p>	<p>The school's wellbeing lead has worked with pupils (wellbeing warriors) to develop the school's approaches to supporting wellbeing. A wide-range of examples were provided of how learner wellbeing has been considered throughout the pandemic:</p> <ul style="list-style-type: none"> • Online friendship group sessions • Birthday party afternoons • Assemblies to provide a focus for community celebrations. • Feel-good Friday sessions • Wellbeing Wednesdays <p>The school has also attempted to keep wellbeing approaches consistent between face to face teaching and learning remotely e.g. Circle time. A hot-chocolate care package is awarded to</p>	<p>A thematic approach to curriculum development has been taken, with a number of theme weeks providing a rich stimulus for learning from different Areas of Learning. Examples provided were 'life on our planet', a Connecting Classrooms (British Council link project) focusing on a partnership with schools in Lesotho and the virtual Eisteddfod. To support differentiation teachers have provided learners with a choice of tasks to complete and used the chili challenge method to provide tasks of varying difficulty. Curriculum provision has also sought to promote learners physical health.</p>	<p>A strong focus of this work has been to engage with 'learner-voice' activity, to ensure that provision is planned to meet learners needs. This work involved scenario planning in the autumn term and allowed action-based research in one class to 'practice' approaches to distance and blended learning whilst pupils were on the school site. This allowed staff to make adjustments to processes prior to cases of isolation or full lockdown episodes.</p>	<p>The focus of professional learning to support distance learning has been the use of action research. Staff 'live-tested' distance learning within school, to get the learners' perspective and develop protocols ahead of lockdown periods. During November, one INSET day was dedicated to providing staff with the opportunity to practice distance learning from home.</p>
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	<p>one learner each week. This is delivered by a staff member to a learners home and has provided the school with the opportunity to check-in with learners and their parents.</p>			
<p>Support (What support do you require?)</p>	<p>School has accessed support through their Principal Challenge Adviser, Challenge Advsier and via attendance at the Distance ad Blended Learning Masterclasses</p>			
<p>Refine (What needs tweaking / adjusting to further develop provision?)</p>	<p>Refinement and self evaluation has been an ongoing process throughout the course of the pandemic.</p>			

<p>Renewal (What have we learned to inform our Post-Covid era? – Areas for rethinking and renewal)</p>		<p>Learning during the pandemic has allowed a focus on a number of areas. Current considerations are:</p> <ul style="list-style-type: none"> • Retaining theme weeks / wellbeing approaches • Provide less written feedback to learners, focusing on other approaches to formative assessment. • Set up of a Community Google Classroom to help build on the skills families have learned together over this period. 	<p>Following engagement with the EAS Simon Breakspear webinar, the school is looking to frame its post-pandemic evaluation around the three questions for renewal presented during the session.</p>	
<p>Additional Information including Attendees</p>				