



*Creating a culture of aspiration and ambition by having high expectations of students, parents, governors and ourselves.*

## **Provision for students who are unable to attend school due to Covid-19 (Updated September 2021)**

**Short term absence unrelated to Covid-19:** If a student is unwell and unable to attend school it is unlikely they are in a position to work independently at home. In these cases of short term absence our approach will remain as it always has been. We will await a student's return where we will then direct them to any work missed and support them with catch-up. This will avoid a potential issue of students deciding they can 'work from home' when they choose to. All students should continue to attend school whenever possible as this is the best place for them to be supported with their learning. If a student is absent from school but able to work, teachers will increasingly be sharing resources through Microsoft Teams and students will be able to access these and use it as an opportunity to consolidate prior learning through revision.

### **COVID -19 Contingency Principles**

The most up to date guidance from the DFE states that:

Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19 if they are below the age of 18 years and 6 months.

Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. **We would encourage all individuals to take a PCR test if advised to do so.**

Therefore, if a student has been identified as a close contact, they should continue to attend school as normal and remote learning will not be provided if they fail to do so.

Sir William Romney's school will provide remote learning in the following circumstances;

**Scenario A-** *Individual Students needing to isolate due to a positive result on a Covid-19 PCR test. (Please note that any prolonged absence due to a positive result must be confirmed by a PCR test and that an LFD test on its own would not be considered as an authorised absence for more than the time it takes to receive your PCR test result.) We will also provide remote learning for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.*

**Scenario B-** *A national or local lockdown in which only identified groups will remain in school. (This would only occur following an instruction from Public Health England)*

In these scenarios, Sir William Romney's is committed to an approach that will continue to provide high quality teaching and learning to all students so that the breadth and depth of their curriculum is impacted as little as possible by any period of home learning and that they remain supported by specialist teachers to ensure they are able to make progress whilst away from school. The approach will also set realistic expectations of staff workload and the staffing context of our school and as such will need to be flexible dependent on specific context but the over-arching approach is set out below.

Central to our approach to any of the above scenarios will be the use of Microsoft Teams. All year groups have received training on how to use Teams and it is used regularly to deliver assignments and information to students across the school. A guide outlining the basics of using Team is available on our website and will be sent home to parents/ carers in the event of their child needing to use Teams to access their learning.

### **Scenario A – Individual Students needing to isolate/ unable to attend school**

When the school is notified of a positive test outcome or a valid reason for a student not attending school, students will be instructed to login to Microsoft Teams daily where teachers will upload work in line with the content being covered in class. Our attendance team will ensure that teachers are aware of any students in this scenario so they can support accordingly. Assignments and resources will begin to be available from the second day of student absence to allow teachers time to put these together.

It is recognised that students may not be able to do exactly what their peers are doing in school but the work set will ensure that key knowledge and skills are not missed and that they are able to re-join the learning without feeling they've slipped behind when they return to school.

Students will be directed to self-study using resources uploaded to Teams and to complete and submit any assignments set for them. Teachers will not be available for immediate support or feedback (they will be delivering lessons to the students' peers). Students will receive feedback on identified assignments in line with their peers but can email teachers should they struggle with any of the work set and the teacher will aim to provide a response within 48 hours.

In this scenario, the total amount of work set will be less than the total hours of lessons they would have attended in school to account for the lack of teacher interaction or engagement with peers.

### **Scenario B - A national or local lockdown in which only identified groups will remain in school.**

In the event of one or more year groups needing to stay home, the school will provide students with a timetable of lessons which they will need to access through Microsoft Teams. Wherever possible, this timetable will mirror that of their normal school day. *(If staff absence meant that teachers weren't available to deliver lessons at the allocated slots the timetable would need to be adapted.)* The timetable will ensure that all subjects are covered and that students have regular, scheduled interaction with subject specialists to support them with their home study. All students will receive the equivalent of 5 hours of learning a day throughout the period of closure.

#### **A blended approach to teacher interaction and student self-study:**

Students will follow their normal timetable and log in to live sessions for every lesson they would be timetabled to attend in school, however these sessions will follow a blended model of both live interaction with the teacher and periods of independent Directed study.

#### **Live Sessions (Synchronous):**

Live sessions will provide students with an opportunity to engage with the class teacher and may take on a number of forms:

- An entire class or cohort are logged in at the same time with the teacher talking live (using Teams) to deliver lesson content. This might not be for the full lesson length but will allow students to listen to teacher instruction, potentially respond to questioning and engage with modelling / feedback.
- The teacher is logged in through Teams but rather than delivering oral instruction, the teacher is available for a Q&A / feedback session; this could be written communication only using the chat function.
- Pre-recorded material could make up significant parts of the session. Likewise, students might be independently working for periods of time within the session. At these points, the teacher can be available through the chat function but would not be actively leading the lesson whilst students are engaged in these other activities.

#### **Directed Sessions (Asynchronous):**

The teacher will set work through Microsoft Teams for completion but will not be available via Teams until the next scheduled 'Live' Session. This work could be a written task, an online exercise or an instruction to watch a pre-recorded video or presentation.

Students will not need to submit every piece of work they do in Directed sessions but will need to submit identified assignments through teams to allow for teachers to monitor progress and address any areas in need of development.

Students will be directed to use email (rather than the chat function on Teams) to contact their teacher if they have questions or concerns outside of the 'Live' session.

Live sessions will be scheduled to start and end at the following times to ensure students have breaks from screen time and to provide teachers with time to leave one session and start another. It is important that students are punctual to these sessions:

	Live Session Starts	Live session Ends
Period 1	9:00am	9:50am
Period 2	10:00am	10:50am
<b>Break 11:00am -11:20am</b>		
Period 3	11:20am	12:10pm
Period 4	12:20pm	1:10pm
<b>Lunch 1:20pm-2:20pm</b>		
Period 5	2:20pm	3:10pm

It is important to note that whilst the school will make every effort to run this timetable, in some circumstances, staff absence may mean that some live lessons may be unable to run. We will endeavour to provide 'directed tasks' in these events but they may not be immediately available.

#### **Partial closure to a year group (Hybrid teaching)**

In the event that the school remains open to a Year group but a significant number of that cohort are self-isolating, the logistics of delivering either individual work or 'live sessions' to the students at home becomes problematic. This is because teachers will be delivering the timetabled lesson to the students in school and therefore will be unavailable to provide dedicated support through teams to those at home. In this scenario, we will adopt a 'live streaming' approach.

Students at home will be instructed to follow their timetable from home and attend the lesson remotely where the teacher will share with them what is being shared with their peers in class. The class teacher will make any relevant resources available through Microsoft Teams for the students to take part in the lesson remotely and students at home will be expected to complete any assignments or independent work along with their peers. Through Microsoft Teams they will be able to interact by raising a hand to ask for teacher support and the teacher will incorporate them into the lesson as if they were present however, just like in class, a student must be aware that they may not get immediate support if their teacher is delivering to the whole class or interacting with other students. The considerable workload created by a hybrid approach would mean that it would not be possible for individual students and would only be used as a last resort if a significant number of students are unable to attend.

#### **Pastoral Support**

In addition to Live and Directed study sessions, students will also have regular 'pastoral sessions'. These will occur twice a week. These will be group sessions and will provide tutors and students an opportunity to catch up and discuss wellbeing/ health etc. Students will also receive one assembly a week delivered through teams by either a head of year or member of the Senior Leadership team.

In addition to this, we will seek to provide students with 'Wellbeing sessions' on Microsoft Teams during any prolonged periods of closure. These sessions can be accessed in the same way as the assignments from subjects. These will focus on ensuring our students look after their mental health during this challenging time and we again encourage as many students as possible to engage with these.

#### **Monitoring 'Attendance' and behaviour**

If students are unable to attend school, they are expected to log in to Microsoft Teams daily and attend all live sessions on their timetable. If a student is unwell or unable to attend a session for a valid reason, the school should be notified by a parent/ carer at the earliest opportunity (no later than the morning of the planned absence). 'Live

sessions' will be recorded to allow any student unable to log in during the session to watch back at the point they are able to. However, this should not be seen as an alternative to attending the live sessions.

Teaching staff will monitor attendance at their live sessions and will chase up any pattern of lack of attendance if this is specific to their subject. Daily Logins will also be monitored by our Attendance teams and parents/ carers contacted as appropriate.

As with classroom behaviour, teaching staff will monitor and report on the Attitude to learning of students in their live sessions. Students will be given clear expectations around their behaviour and conduct on Microsoft Teams. Parents/ carers will be contacted by the class teacher and HOY/ LOL notified if a concern is identified so that steps can be taken to improve the situation. Sanctions may be put in place on a student's return to school if their behaviour during any live sessions does not meet our expectations.

#### **Provision for students with limited or no access to the internet or suitable devices:**

If a student has to isolate but has no or limited internet access we will work with parents to find a suitable solution that ensures they are able to continue following the course of study. If internet access is available but devices to access the work are not available at home, parents are encouraged to contact the school and we will take steps to support by either making devices available if appropriate or providing hard copies of work.

#### **Additional support for pupils with particular needs**

In the event that an individual student with additional needs is unable to attend school, our SENCO will work with parents to establish a regular point of contact during their time away from school. This may be a TA or the SENCO themselves who will be able to ensure the student is able to access work and support with any potential barriers. However, it will not be possible to provide one to one TA support as our Teaching assistants will be involved in providing support for those students in school.

In the event the school is shut to an entire year group or all pupils, the school will take the following steps to try and support students with additional needs;

- Each student will be allocated a TA who will act as their 'key point of contact'. This means that the TA will be available via email during their contracted hours to support the student with their remote learning. The TA will not necessarily be able to respond to emails immediately as they may be working with students in school or another key student but will endeavour to respond to any queries as promptly as possible. Please note that TAs are not expected to respond to emails outside of their normal working day.
- Students will have the option of 2 hours of 1:1 Teams or phone support from the TA each week. Please note that these sessions are for support with learning that has been set by a teacher and TAs should not be expected to take the place of a teacher at any stage.
- Statutory duties will be maintained in that EHCP reviews will go ahead when they are due. These will be scheduled in Teams with our SENCO
- If necessary, subject to discussion with teachers, we can offer a reduced timetable of lessons if a student is not able to access the full curriculum. This would be an agreement between home, SENCO and subject teachers if it is deemed to be in the best interest of the student.

#### **Assessment and Feedback**

The work students complete during isolation or a year group closure will continue to be assessed in line with each subject area's assessment procedures. As with lessons in school, students will not need to show or submit every bit of work completed. If a teacher asks for a specific piece of work to be submitted, it is important that students do so in order to receive feedback. Students will receive feedback on their learning and how to make further progress in a variety of ways as they do in 'normal' schooling. Parents and carers will continue to be informed of student progress through our school reports and any calendared parents' evenings. Parents and carers will also be contacted if there is a significant concern regarding progress during a closure or period of isolation.

