



*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**

**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**

There are a number of scenarios that will require the school to provide some form of remote Learning to our students. These include but may not be limited to:

**Scenario A-** *Individual Students needing to isolate due to a positive Covid-19 test or an instruction to remain home through the test and trace programme.*

**Scenario B-** *A year group or part of a year group needing to remain home due to a local increase in cases or instruction from PHE.*

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

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 due to a positive Covid-19 test or an instruction to remain home through the test and trace programme.**

When the school is notified of a positive test outcome or a need for a student to remain home, 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.

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 - Full closure to one or more Year groups**

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 lesson 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 a programme that combines **Live** interaction with class teachers with 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 part 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.

### **Differences between Key Stages**

For Key stage 4, students will be expected to follow their normal timetable to attend lessons online and all timetabled periods will have an element of 'live interaction' mixed with periods of 'directed study.' This will ensure that students are closely monitored and able to make steady progress through the terminal courses they are studying. It is important to stress that significant portions of these live sessions may be dedicated to students working independently.

At Key stage 3, students will follow a timetable that explicitly defines 'live' and 'directed' sessions. This will ensure that students are clearly guided through work and able to develop their independence in a structured environment. The timetable will be shared with students through Microsoft Teams and emailed to parents on the first day of the closure. The number of live sessions will be proportional to the number of total lessons for that subject per fortnight. Key stage 3 students will have at least 3 live sessions a day but these will not always be at the same time as it will be determined by when their class teacher would normally be teaching their class.

Further guidance on our approach to closures to KS3 and 4 can be found in the 'SWR Remote Learning Guide KS3/ SWR Remote Learning Guide KS4' which is available on our website.

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

In the event that the school remained open to a Year group but a significant number of that cohort were self-isolating, the logistics of delivering either individual work or 'live sessions' to the students at home would become problematic. This is because teachers will be delivering the timetabled lesson to the students in school and therefore would 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 would 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 would 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 would incorporate them into the lesson as if they were present. 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.