



## STANBOROUGH SCHOOL

### COVID-19 POLICY

#### Applies to:

- Whole School including all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), pupils on placement, the proprietor and volunteers working in the school.

#### Related Documents:

- Behaviour and Discipline Policy
- Child Protection Policy and Codi-19 addendum to our child protection policy
- Home School Agreement
- Health and Safety Policy
- Online Safety Policy Acceptable use Policy
- Curriculum Policy
- Assessment Policy
- SEND Policy
- English as an Additional Language Policy
- Marking Policy
- Homework Policy



#### Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the School Office.

#### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: November 2020

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| Kaz James<br>Interim Headteacher  | Judy Clements<br>Chair of Governors  |

## Introduction

Following a period of closure in the Summer 2020, Stanborough Secondary School has developed a contingency plan, in line with DFE guidelines (*Guidance for full opening: schools 27 July 2020*) in the need for a further lockdown in Hertfordshire or the country. Children will continue to be provided with an education remotely which is of high quality and aligns as closely as possible with in-school provision.

## Successes from previous lockdown (March 2020)

Since March, the school provided a successful model, which included:

- Engagement and communication with parents calls/Facebook/emails/texts/website/letters
- Using different mediums to communicate to meet all needs of all parents – videos/leaflets etc.
- Daily video calls for ALL staff, including those shielding
- Home learning adapted, following feedback from parental feedback
- Support and engagement from all staff
- Easter provision for children falling behind with their studies
- Provided laptops to those families in need
- All students were contacted regarding their home learning/learning packs etc.
- All families were contacted when they had not attended their remote learning lessons
- Communication to staff via a new text messaging service set up during lockdown
- Whole School videos created for events, including parents' evenings
- Individual year group messages/videos sent out to parent mail
- Home learning packs sent out to all students on a weekly basis to ensure they were accessing the curriculum
- A curriculum which focused on academic studies and student well-being

**Current position: We are currently placed on a 'Local COVID alert medium level'.**

### This means that:

- a) Office workers who can work effectively from home should do so over the winter. Where an employer, in consultation with their employee, judges an employee can carry out their normal duties from home they should do so.
- b) The Government has prioritized ensuring all children can attend school safely, to support their wellbeing and education and help working parents and guardians. As a result, the school will remain open unless circumstances change.

### Other possible COVID alert levels / scenarios

- A) Local COVID alert level: high (schools, colleges, universities and places of worship remain open)
- B) Local COVID alert level: very high (schools, colleges, universities and places of worship remain open)

### Identified possible school specific scenarios

- C) Individual children who are waiting to be tested or isolating with a confirmed case of COVID.
- D) A partial lockdown involving bubbles of children.
- B) A longer-term whole school lockdown.

- C) Key worker/vulnerable pupils in school only.
- D) Short term staff absence
- E) Long term staff absence

### **Identified possible national scenarios**

- A) 'Stay at home' order, where schools, colleges and universities would stay open and all other businesses and establishments would go into a short-term lockdown.
- B) Full National Lockdown.

### **The need for Flexibility of Learning:**

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides.

For example:

- Parents may be trying to work from home, so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE accreditation;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should. An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

### **Expectation Management**

We believe that it is in the best interests of our students that we continue to provide structured support to the best of our ability. It must be noted that the work students engage in during a period of closure will be part of our current planning and so cannot be considered as optional. This is our children's education and we cannot afford for them to miss out on any further learning time. In addition, we need to consider the impact of COVID-19 on the well-being/mental health of our students, in particular, the requirement to prevent anxiety and depression and encourage physical activity where possible. Students and parents should consider the arrangements as set out in this document as highly recommended.

### **Pastoral care**

- Regular well-being assemblies prepare students for school and alleviate any anxieties post Covid-19.
- Our pastors and our Education Director provide support throughout the year.

Our Well-being and Recovery Curriculum are also used to:

- Create a safe environment and learning space for both pupils and staff;
- Acknowledge loss, trauma and bereavement and support pupils in their recovery;
- Re-build relationships;
- Re-engage our pupils in their learning;

- Strengthen the resilience that we know both staff and pupils have (demonstrated during online lessons);
- Assist and support pupils and staff in their well-being;
- Create an environment where pupils can express themselves freely and be supported;

### **Remote Teaching and Learning**

#### **Teaching Staff will:**

- Familiarize themselves with our learning platform (Google Classroom) and ensure they have IT access from home. They will inform SLT if they do not have IT/internet access;
- Ensure their subject has access to extensive online resources including e-learning;
- Share teaching and activities with their class through Google Classroom;
- Continue teaching in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context;
- Plan a range of activities and where possible they will not require the use of a digital device. There is an expectation that approximately 50% of lessons will take place via Google Meet and 50% will take place via google classroom. This will be monitored by senior staff to ensure we are meeting the needs of our students.
- Refer to learning packs to prevent excessive time spent online;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Adhere to the after school and lunchtime intervention timetable, unless directed by the Headteacher to modify these sessions.
- Keep in contact with children through Google platform for safeguarding reasons;
- Not teach on a 1-2-1 basis for safeguarding reasons;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 8.30am – 5:00pm. There is an expectation that all emails will be responded to within 24 hours;
- Acknowledge and feedback on all work where necessary;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow;
- If unwell themselves, be covered by another staff member for the sharing of activities (see cover timetable);
- Contact parents and children if work is not completed or is to a satisfactory standard. If the work does not improve within one week, they will refer this to the relevant form tutor.
- Set homework according to the homework timetable, unless directed differently by the Assistant Headteacher;
- Deliver detailed and well planned PSHE and well-being lessons as directed by the Pastoral Leader;
- Register students each morning and afternoon registration and each lesson.
- Report missing students to senior staff.

**Faculty Leaders will:**

- Work with teachers remotely to make sure the work set is appropriate, consistent and in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context.
- Alert teachers to resources they can use to teach their subject remotely.
- Monitor the quality of work produced across all year groups and ensure consistent with the high standards and expectations expected.

**Senior Leaders will:**

- Co-ordinate the remote learning approach across the school.
- Create a rigorous and detailed timetable outlining which lessons will be taught via Google Meet, which will be delivered through Google Classroom and which lessons will be independent study using the learning packs;
- Monitor the overall effectiveness of remote learning through meetings with teachers and Faculty Leaders, reviewing work set and reaching out to pupils and parents for feedback.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Work as a team to ensure the highest quality virtual education is provided for our children at Stanborough School.

**Designated Safeguarding Lead (DSL) will:**

- Identify 'vulnerable' students (those who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning with the Deputy Designated Safeguarding Lead
- Arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Communicate with parents of vulnerable pupils
- Arrange for regular contact with vulnerable pupils once per week at minimum;
- Meet (in person or remotely) with the relevant members of staff once fortnightly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- Ensure that all members of staff report any safeguarding concerns to the DSL immediately.
- Encourage contact to the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

**Children will:**

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Be given several days to complete a task to allow for sharing of devices within the family.
- Read daily, either independently or with an adult for at least 30 minutes.

- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.
- Make every attempt to complete work set by the teacher and communicate with the teacher beforehand if this is not practical for any reason.
- Make every attempt to catch up on any work they have missed.

**Parents will:**

- Ensure their child has access to IT and the internet. If this is not feasible, to communicate with the school until this matter is resolved. This can be done using the IT [access form](#).
- Encourage their child to access and engage with posts/emails from their teacher;
- Know they can continue to contact their class teacher or Senior Leadership Team (SLT) as normal through the schools email system.
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.