



# **King Charles I School**

## **Parent Handbook**

**March 2021**

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## Introduction

We all know that change is normal and inevitable. However, I'm sure that we can all agree that embracing the 'new normal' that Covid-19 has brought is most definitely a challenge.

The risk of becoming severely ill from coronavirus (Covid-19) is very low for children and continued time off school has both negative health and academic impacts. It is clear that returning to school is vital for children's education and for their wellbeing. From September, whilst the school is open for all students, attendance to school will be compulsory meaning students will no longer have the choice to self-isolate. We are delighted to welcome back all of our students.

Our priorities will always be the safety of our students and to ensure they are able to access a full and comprehensive education. In order to support a safe return to school, we have implemented a number of changes to the site and protocols that the students and staff will follow. The details of these measures are contained within this handbook.

## 1. Health and safety measures

We are aware of the anxieties that Covid-19 has created for students and their families and school staff. It is hoped that this document will help to alleviate any concerns parents/carers may have about their sons/daughters returning to school.

### A) Social distancing

There is no longer a requirement for students to maintain a social distance with other students in school. However, the government has recommended that schools limit how much the students mix with one another. In contrast to primary schools, it will not be possible to allocate students a single classroom for all of their lessons. This would have a significant impact on their ability to access the full curriculum as students need to join different groups to study their option subjects or access specialist equipment in a variety of different rooms. Instead, students will be taught in year group bubbles. This essentially means zoning off areas of the school so that each year group has its own designated teaching rooms, break areas, catering facilities etc. We will also be implementing one-way systems throughout each teaching zone. These measures will reduce the contact between students in corridors, between lessons and at social times thus reducing the chance of the virus spreading. An additional advantage to the bubble groups is that, if students become infected with the virus, it may be possible that only students within their bubble will have to be quarantined and the rest of the school can continue to open. The Public Health England team will advise if this situation presents itself.

The year group bubbles will be in following areas:

- Year 7 will be predominately based in the Collins building and L3, 4, 5, 6, 7, 8, 9, 10 and 15
- Year 8 will be predominately based in the Harradine, the Reilly building and L11/12
- Year 9 will be based in the Renwick building
- Year 10 will be based in the Old building
- Year 11 will be based in the Queens building.

### Break time and lunchtime

In order to minimise the risks as well as enable students to have a period of rest, students will be allocated with a specific area for the year group bubble only.

Outside areas and larger inside areas where students have space to spread will be used to reduce the risk of overcrowding. The following designated areas will be used on both sites:

Borrington	Hillgrove
<b>Year 7</b> (based in the Collins building and L3, 4, 5, 6, 7, 8, 9, 10 and 15 bubble) <ul style="list-style-type: none"><li>▪ Playground</li><li>▪ Covered area</li></ul> Wet break time Borrington Hall	<b>Year 9</b> (based in the Renwick building) <ul style="list-style-type: none"><li>▪ Hillgrove area</li><li>▪ Field 1 (3G end)</li></ul> Wet break time Sports hall

<b>Year 8</b> (based in the Harradine bubble) <ul style="list-style-type: none"> <li>▪ Paved area at back of L17/18</li> <li>▪ Field</li> </ul> Wet break time Harradine (L11, 12) L23 and 24	<ul style="list-style-type: none"> <li>▪ Field 2 (library end)</li> </ul> Wet break time Oldfield hall
	<b>Year 11</b> (based in the Queens building bubble) <ul style="list-style-type: none"> <li>▪ Tennis courts</li> <li>▪ Area behind tennis courts</li> </ul> Wet break Queens hall Library
	<b>Year 12 and 13</b> (based in the Woodward and Blounts building bubble) <ul style="list-style-type: none"> <li>▪ 3G area</li> </ul> Wet break Sixth Form study room

### Food sold by the kitchens

In order for us to keep students in their year group bubbles, we have arranged for students to eat their lunch in a designated area of the school. The kitchens will ensure sandwiches, snacks and some hot food is delivered to each bubble and lunchtime staff/site staff will put the appropriate number of tables out:

- Year 7: Borrington hall
- Year 8: Harradine and L23/24
- Year 9: Oldfield Hall
- Year 10: Oldfield diner
- Year 11: Art Gallery, Queens Hall and Q5
- Year 12 and 13: Ordered and brought over to the Woodward building by kitchen staff

Teachers will continue to remain a safe distance from one another and from the students. This is because they will be moving between Year group bubbles and it is shown adults are more susceptible to the virus.

As adults are also encouraged to socially distance themselves from each other, we will be limiting the amount of non-essential visitors allowed on to site. This means that we will not be holding parent meetings in the usual manner. Please do not come on site unless invited by a member of staff.

### B) Toilets

Students will be allowed to use the toilet at break and lunch times. Students will not be allowed to use the toilet during the lesson unless it is unavoidable. Any student with a medical condition will be seated at the front of the classroom so that they can leave if necessary.

When using the toilet at break and lunch, students will be directed to use the closest toilet to their classroom. All toilets will be staffed to ensure that students are following the rules set out below:

- Students will queue following social distancing measures along the designated path
- No more than one student will be allowed to use the toilet at any one time
- Students should ensure they wash their hands using the soap provided for at least 20 seconds after using the toilet
- Students should leave the toilet and follow the one-way system and return to their designated area
- Students will not be allowed to wait around for their friends.

During double lessons, students may use the toilet, with permission from the teacher, between 9.50am and 10.10am and 1.45pm and 2.05pm. The teacher will record the visit in SIMs. All students should wash their hands for 20 seconds using the soap and/or hand sanitizer available.

Toilets are checked for levels of soap and towels and cleaned regularly throughout the day.

### C) Cleaning and hygiene

Since the school closures, the site has been deep cleaned using a fogging mist. This ensures that all surfaces have been eradicated of all germs and potential illness harbouring bacteria. We now have an increased number of cleaning staff on site throughout the day ensuring all surfaces, door handles, railings and equipment (such as computers) are cleaned thoroughly and regularly.

The most important advice continues to be that students wash their hands frequently and thoroughly. In order to reduce the risk of transmission of the virus, we have increased the number of areas that students can wash their hands and provided hand sanitiser in every classroom. We have installed a number of hand washing stations outside of the school buildings so that students can wash their hands prior to entering the building. Students will be supervised when washing their hands to ensure that they are washing their hands with soap and for a minimum of 20 seconds. Students will also be asked to wash their hands at regular intervals throughout the day to again reduce any further possible risks.

To prevent the spread of the Covid-19 virus, students should always follow the following hygiene rules:

- Wash hands thoroughly with soap for 20 seconds after going to the toilet (all toilets will be open at break time)
- Use hand sanitizer/anti-bacterial wipes, where possible, at the beginning and end of lessons.
- Wear a mask inside school buildings and where social distancing cannot be maintained (unless they are exempt)
- Students will be given an opportunity to wash their hands every hour
- Wear clean uniform each day
- Do not wear scarves or other facial coverings other than disposable surgical masks (these are optional)
- Do not wear gloves on site as this prevents effective hand washing.
- Always coughing/sneeze into a tissue, place into a bag brought from home and then placed into a bin. If this is not possible, students should cough/sneeze into the crook of the arm
- Avoid touching unnecessary surfaces
- Avoiding touching the face.

#### **D) Uniform**

Students are now expected to wear full uniform. It is the Government's advice that school uniforms do not need to be cleaned any more often than usual, nor does it need to be cleaned using methods which are different from normal.

Due to not having access to the changing rooms, if students have PE they should wear their PE kit into school on the day. They will not be expected to change out of their kit after PE. They should continue to also wear their school blazers with their kit as this will keep them warm throughout the day and prevent them from forgetting equipment.

#### **E) Equipment**

Students should bring their equipment/stationery each day as set out in the behaviour for learning protocols. They will not be allowed to share equipment or resources. If a student requires equipment it will be supplied by school and they are not expected to return it. In addition to the normal equipment list, they should also bring the following equipment to school:

- A face mask
- Tissues
- A plastic bag (to dispose of the tissues)
- Hand sanitiser

#### **F) First aid**

Trained first aid staff are available on both the Borrington and Hillgrove site. They have been allocated additional PPE to allow them to be under the 1m distancing restriction. The first aid rooms are well ventilated with access to a toilet. If students are in school and experiencing symptoms associated with the Covid-19 virus they will not be permitted to use the first aid rooms. This is to ensure we do not contaminate the first aid rooms. Instead they will be isolated outside (under cover in poor weather) until they can be collected by a parent/carer.

#### **G) Testing**

From the week beginning 8<sup>th</sup> March, all staff and students have been advised to take three Lateral Flow Device tests spaced 3-5 days apart. The students will be able to return to school following a negative test result. Years 10-13 will be tested on 8<sup>th</sup> March and Years 7-9 will be tested on 9<sup>th</sup> March at the Hillgrove testing centre (Gym). The students will return home after these tests and attend school the following day (providing the test is negative). The remaining two tests will be delivered during lesson times. Further

information regarding testing can be found on the website: [The Four Stones MAT - COVID-19 Mass Asymptomatic Testing](#)

## **2. The school day**

### **A) Attendance**

From 8<sup>th</sup> March, all students must return to school as directed by the government and we will follow our usual attendance protocols for student absence. All of our additional hygiene measures have been put in place to ensure we protect our students and staff from the spread of the virus.

### **What if my son/daughter has COVID-19 symptoms?**

Parents and carers must not send their son/daughter to school with any symptoms of illness, however mild, including:

- a high temperature (a fever),
- a new continuous cough, this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
- a loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal.

In the case where students or anyone in the household experiences symptoms you must follow the isolation guidance found in appendix B.

The school reserves the right to refuse entry to any student where there are legitimate concerns regarding the health of a student. It will be the parent's responsibility to collect their son/daughter, within a 30-minute period, where they become unwell or appear unwell and self-isolate until they take their test which is now usually arranged within 24 hours. Please inform us immediately of the results of the test so we can contact those students who have been in close contact with your son/daughter.

If your son/daughter is unable to attend school due to self-isolating then they should still access the curriculum and complete the directed tasks as all work will be uploaded to Microsoft Teams. Using this system ensures all students have access to the teaching and resources regardless of where they are working.

### **B) Commute to and from school**

#### **Walking**

For the protection of the whole school community, we ask that your son/daughter does not walk to school in a group. Social distancing measures should be adhered to both to and from school. Students may of course walk to school by with members of their family. If a friend is met on the way/way home to and from school, it is essential that students continue to adhere to the social distancing measures.

#### **Cycling**

If your son/daughter cycles to school, please ensure they follow the guidance below:

- Ensure that you arrive at school 5 minutes before your allotted time to give enough time to lock your bike and wash your hands, before queuing up
- Respect the social distancing advice and do not ride close to others
- Be patient and consider whether overtaking others is necessary
- When arriving at school, get off the bicycle and join the socially distanced queue at the entrance to the school
- When locking up bicycles, students should ensure that there is one bicycle stand in between each bike. Some stands will be taped off to ensure students use the stands intended.

#### **By bus**

If your son/daughter has to use public transport to get to school, they must follow the guidance below:

- Wear a face covering (ideally a surgical mask) whenever using public transport
- Remain a safe distance from the next person whilst waiting at the bus stop and on the way to the bus stop
- Be patient and wait for the person in front to get on and move away before getting on
- Sit on separate seats to other passengers and where possible, sit in alternate rows on the bus

- Remain seated throughout the journey to and from school
- Wait for the person in front to get off and walk away before getting off the bus.

### **By car**

Students at the Hillgrove Site should be dropped off at the crossroads in front of the Hillgrove building where there will be a member of staff on duty. They then follow the route to the building where their year group bubble is based.

## **C) Arrival at school**

### **Borrington Site**

When arriving at school, students should queue sensibly and ensure that they are observing social distancing measures by following the markings on the floor.

- Students should enter through the main gate on Borrington Road at the allocated time:
  - Year 7 will enter through the main gate at 8.20am
  - Year 8 will enter through the main gate at 8.30am
- Students should wash/sanitise their hands at the outdoor portable hand washing stations
- Students will line up as directed
- Students will be directed to their allocated classrooms following the one-way system.

### **Hillgrove Site**

Students will be directed to use an entrance/exit gate (Hillgrove site only).

- Year 9 will enter through the Science theatre gate
- Year 10 will enter through the Sports hall gate
- Year 11 will enter through the Hillgrove Crescent gate
- Year 12 and 13 will enter through the Science Theatre gate

Students should then follow the one-way system to their classroom. Students will be allocated a classroom area where they will be based for the majority of their time during the school day. Once in the classroom, students will be directed to a designated table. Every time students are in school, they will enter using the same entrance, use the same classroom and sit in the same designated seat. This information will be communicated to you in advance via letter and via the weekly tutor calls. Your son/daughter will also be provided with a map that shows them the route through the school they should take when arriving or leaving their designated classroom.

## **D) Lessons**

In order to ensure that students and teachers are protected in the classroom, we will be putting into place a number of measures.

- Every student will sit in a place according to the teacher's seating plan.
- Hand sanitiser will be made available to students and they will be directed to use this at the start and end of the lesson.
- There will be no group work.
- In the vast majority of classrooms students will be sat in rows, not facing each other.
- Teachers will be observing social distancing measures and so will not be able to stand next to students to offer one-to-one support or mark work.
- No work will be collected as the virus can live on surfaces including paper and books.
- Students will be expected to wipe down resources such as textbooks after their use using the antibacterial wipes provided.

## **E) Breaks**

At the end of period 2 and 3, students will be dismissed for a break but must stay within their designated zones. Each year groups' zones are stated earlier in section 1 of the handbook. Students will have guidelines on acceptable behaviour during their social time, including no physical contact, no sharing of food/drink, remaining sensible distances from each other and to follow the other behaviour regulation mentioned in section 3 of this handbook.

At the end of the break, students will be asked to follow very similar protocols to that used when they first entered the school that morning. Staff will be on duty at all times to support students returning to the classrooms. Students should:

- Wash their hands at the portable hand washing station or use hand sanitiser provided
- Enter their classroom whilst observing social distancing.

#### **F) The end of the day**

As with the start of the day, students will be required to exit the school site sensibly, calmly and continue to follow the social distancing measures. Students will be escorted from their classroom by the teacher following the one-system. For the Hillgrove site, students will be asked to exit the school using the same gate that they used to enter. On the Borrington site, students will exit via the main gate. To ensure students are not mixing as they leave the site the Year 7 will be dismissed at 2.55pm and the Year 8 students at 3.05pm.

As always, staff will be on duty to support and supervise the students exiting the site.

#### **G) How will school be different?**

In order to safeguard the health and wellbeing of all students and teachers it is imperative that we follow all the guidance set out by the government. It is inevitable then that there will be a number of things that student will not be able to do in order to protect the health and safety of all members of our school community. Please ensure that your son/daughter is fully aware of the following list. All actions are designed to reduce the spread of Covid-19:

Students will **not** be able to:

- 1) Be any closer than 1-2 metres from a member of staff
- 2) Congregate on the playground at Borrington or the patio at Hillgrove (Years 9-11) at the beginning or end of the school day
- 3) Go to assembly with the rest of their year group, assemblies will be done via video link
- 4) Be able to mix with other students from other year bubbles during break time
- 5) Enter the school building without washing their hands or using hand sanitiser first
- 6) Be able to access reception to hand in letters and exeats
- 7) Queue up outside each classroom
- 8) Be able to share or borrow resources or equipment from school or each other
- 9) Hand in worksheets or exercise books for marking
- 10) Undertake practical activities in subjects such as: Science and Design Technology (apart from Year 11, 12 and 13)
- 11) Be allowed to leave the classroom for any reason other than an emergency
- 12) To get out of their seat
- 13) Use the water fountains on site
- 14) Be able to purchase food at break or lunchtime from the canteen
- 15) Go to the toilet in groups during break time
- 16) Attend after school clubs with students from different year groups.

### **3. Behaviour Protocols**

#### **A) Covid-19 Rules Regarding Social Distancing and Poor Hygiene**

- Students must wear a facemask inside the school buildings or when a social distance cannot be maintained, unless they are eating. If they are exempt from wearing a mask, students must inform their Head of Year that they are exempt and wear an exemption badge or lanyard (supplied by their parents/carers).
- Students are not permitted to cough over or in the direction of any other student or member of staff, they must cough into the crook of their arm or a tissue and place the tissue into their own bag, which they can put into a school bin
- Students are not permitted to touch other students or their belongings or borrow equipment from other students. Equipment (pens, pencils, rulers, rubbers) may be borrowed from school but will not be expected to be returned. Equipment such as calculators should be brought from home, but if one has to be borrowed, it will be placed into a box after it has been used and sanitised afterwards.
- Students must wash their hands when directed to by a member of staff.
- Students are not permitted to say anything derogatory to another student relating to the Coronavirus.
- Students will follow social distancing guidelines set out by the government.

- If there is concern over reported student unsafe behaviour in the community, they will not be allowed onto the school site.

## **B) Consequences**

Students involved with any inappropriate actions with reference to the Coronavirus guidelines above will be sanctioned appropriately.

### **1. Reminders**

- A SIMS category has been added to the dropdown behaviour menu 'social distance/poor hygiene warning'
- When students are reminded to social distance or of hygiene rules on the school site, they will be issued with a social distancing warning, which will be recorded in Sims. During non-lesson time the staff member will notify the Head of Year, who will instruct the Achievement Leader to record it on Sims
- A second social distance warning to the same student on the same day will result in a C2 the following day the student is in school.
- Three warnings in a day will result in one-day isolation on the Hillgrove site. The Head of Year will inform parents and carers.

### **2. Wilful or intentional disregard for the Covid-19 rules**

For example:

- Intentionally coughing or sneezing over another student or member of staff
- Spitting on the floor or at others
- Taking students' equipment with the intention of causing anxiety, stress or to ridicule another person's reaction or concerns about Covid-19
- Touching other students with the intention of causing anxiety, stress or to ridicule another person's reaction or concerns about Covid-19
- Not disposing of used tissues correctly (e.g. dropping them on the floor and not putting them in the bin)
- Refusing to wash hands when directed to by a member of staff.

Should the student wilfully disregard the Covid-19 rules, they will be removed from the room or from the area of school they are in straight away and taken to isolation for the remainder of the day and the parents will be contacted. Dependent upon the severity of the incident it will then be decided whether the student should remain in school and whether a fixed term exclusion is necessary.

## **C) Detentions**

So that students can remain in their bubbles, C2 and C3 detentions will take place with other students in their own year group. The following rooms will be used for detentions:

- Year 7: Art Studio
- Year 8: L21
- Year 9: Science Theatre
- Year 10: TP1
- Year 11: Q11

## **4. Supporting your son/daughter**

We recognise that students are going to require additional support and guidance to transition back into the school environment. We have made informed changes to our pastoral programme ensuring we provide increased opportunity to re-engage students into the routines and habits they previously knew so well. As the world changes around our young people, so does our pastoral and PSHRE programme to ensure that students have the knowledge and support needed to make informed decisions about their lives and about the world in which they live. As a result of the pandemic students will receive regular input on a number of health and well-being topics. These will include online safety, bereavement, isolation and loneliness, mental health, maintaining a healthy lifestyle through healthy eating habits, exercise, maintaining good sleep habits and good hygiene. Over the summer term all of our staff have completed additional bereavement and safeguarding training so they are equipped with the knowledge on how to support students when they return to us. Across both sites we will continue to utilise our non-teaching achievement leaders to provide pastoral guidance wherever necessary.

## **A) Tutorial**

All of our students are attached to a tutor group and each morning the tutor is the point of contact, students are able to speak to their tutor if they have an issue or concern which needs to be addressed prior to starting their academic lessons. Across the week students have 5 tutorial sessions comprising of assemblies, PSHRE awareness tasks and reading. Students have an assembly each week through which we increase their wider awareness of global issues, celebrate success and listen to guest speakers. In each Year group we also use this time to support and guide students in learning routines and practising key tasks together to help them embed routines. As we will not have large group gatherings we will continue to deliver these key messages via another form of communication; delivered in the tutorial room by the form tutor, virtually presented on each electronic whiteboard to the students, uploaded onto our school website and email to students.

We will continue to offer pastoral guidance to our students via other means should circumstance change during the academic year and these could include:

- Weekly HOY emails to all students
- Weekly PSHE information
- Weekly virtual assemblies
- Microsoft Teams tutor group sessions

If your son/daughter is working at home, they will be able to access their tutor session remotely via Microsoft Teams.

## **B) Tutorial in the event of half or whole year group closure**

Should we be forced to ask half or a whole year group to work at home, all students working at home will be expected to attend a virtual tutor period with their normal tutor. The tutor period will be conducted via Microsoft Teams and will begin at 8:40am and end at 9am, as per the normal school day. The tutor will register the students as normal and students not present in the virtual registration will be scheduled for a phone call home that day. The tutor period will provide students with opportunity to talk to their tutor, ask questions as well as us being able to continue to provide virtual assemblies and important messages.

## **C) Student support**

To keep the number of our school community on site to a minimum, therefore ensuring we reduce the risk of spreading the virus, some staff who provide student support will do so remotely, via either email, telephone or both. Whenever a member of staff requests to speak to a student it will be done so with the parent/carer's consent, via the parent/carer's telephone.

- Our Heads of Year are available via email and we will write to you to confirm times during the week that they are available to speak on the telephone
- Our achievement leaders will continue to support students and their families. Miss Willis (Years 7 and 8), Mr West and Miss Bates (Years 9-11) and Ms Hackett (Sixth Form) are making calls home regularly. If you require their support, please contact them via the email addresses below:  
[swillis@kingcharles1.worcs.sch.uk](mailto:swillis@kingcharles1.worcs.sch.uk)  
[awest@kingcharles1.worcs.sch.uk](mailto:awest@kingcharles1.worcs.sch.uk)  
[lbates@kingcharles1.worcs.sch.uk](mailto:lbates@kingcharles1.worcs.sch.uk)  
[ehackett@kingcharles1.worcs.sch.uk](mailto:ehackett@kingcharles1.worcs.sch.uk)
- Our Home Liaison Officer, Mrs Pepper, will continue to work with students and families to support their needs whilst also signposting them to relevant agencies. With families' consent, she can refer families for further family support. Her email address is: [pepper@kingcharles1.worcs.sch.uk](mailto:pepper@kingcharles1.worcs.sch.uk)
- Our school PCSO is Stacey Fincher. Stacey will continue to work with targeted students and their families via telephone and email who need additional support both in the community and at school. Stacy's email address is: [stacey.fischer@westmercia.pnn.police.uk](mailto:stacey.fischer@westmercia.pnn.police.uk)
- Our school counsellor is Mr Graham. Heads of Year make referrals to Mr Graham for students who the pastoral team feel would benefit from additional support. We always get parental consent before any counselling sessions commence. Mr Graham is continuing his counselling sessions via the telephone.
- Our school nurse is Hayley Swift. Hayley works with us on a Monday and will continue to support via email or a pre-arranged telephone conversation. The Chat Health service is still available on **01562 514555**. This is not 24 hours, but a response will be received, and further support will be signposted by the nursing team. Hayley's email address is: [christy.sivell@nhs.net](mailto:christy.sivell@nhs.net)

## **D) SEND support**

The needs of learners with SEND are often not distinctly different from the needs of all learners - rather, they may experience a more exaggerated version of the challenges that we all face. Ironically, many of the challenges that learners with SEND may face on a daily basis are things that we are all now increasingly experiencing, regardless of whether we have a special educational need or not. For example, the challenges linked to motivation, feeling isolated or needing to set ourselves smaller reduced tasks in order to see our progress – these are all things that we are having to manage now on a daily basis.

As parents of children with SEND, you may have questions around remote learning. See below for some of our most frequently asked questions:

### **What if my child requires shaded paper?**

As children are using MS Teams, it may help your child if you change the colour of the monitor screen. You can also change the background of Word documents for your child to record their work on. To support with reading, your child can use an overlay for their reading books and booklets provided by subject teachers.

### **What happens to the interventions that my child used to attend?**

Many of the SEND based interventions that learners already use will also work in an online or remote learning context, for example, Hegarty maths, Timetable Rockstars and Lexia. Your child can continue to access these from home. We endeavour to continue offering as much support as possible to our SEND learners, therefore, we are offering a small number of identified students 1:1 and small group live interventions.

### **What if my child is struggling with a lack of routine with not being in school?**

We have set up a virtual online tutorial at 8.35am each day, all students are expected to attend this. This allows students to start the day in a positive way and have access to their tutor. Students are expected to follow their 'normal' timetable each day – this provides them with a familiar structure for their day.

### **What if my child is lacking motivation?**

High level needs students have been allocated a key worker who is making regular contact with the child and parents to support them and to ensure timetables are being followed.

### **What if I feel that there is too much work for my child to complete?**

The work is set for a range of abilities; therefore, task completion is not what teachers are looking for. Students are expected to complete the work to the best of their abilities in the allocated lesson time.

### **How is work monitored as I feel that my child is really struggling?**

You will receive a call once a week which is designated to a conversation about work. For a small number of students, we will make reasonable adjustments to the subjects/work that needs to be completed.

### **I am a critical worker so my child is in school, but what support will they be getting?**

For children with SEND in school, they will have full access to the narrated PowerPoints on MS teams. There will also be an achievement assistant on hand to offer support.

### **My child is part of the language unit and had weekly speech and language support – what will they do now?**

From the 21<sup>st</sup> January, our external speech and language therapists will be offering online interventions as well as sending additional work packs home for these students.

### **What if my child needs the work differentiated?**

Our achievement assistants are differentiating the work provided for all subjects, key workers are sending this out to those students who will struggle to access it.

### **When students are in school, how will my son/daughter be supported in lessons?**

Due to government guidelines, achievement assistants will not be present in classrooms.

However, please be assured that our staff are trained to teach those students with additional needs. A pupil profile for these students has also been shared with all teaching staff. Good practice within the classroom for SEND:

- Explicit explanations
- Explicit instructions – which are also written for the students
- Additional modelling
- Visuals on power point
- Minimal text on your power point – cognitive overload
- Direct questioning
- Using the student's name
- Positive praise/encouragement
- Frame any correctional behaviour positively
- When the students are set on task, staff will approach the SEND students. Question them to ensure they understand the task – further personalised explanation and modelling is likely to be required.
- Silence, nodding and smiling doesn't mean the student understands – staff understand the need to question the student.
- Some students who require very bespoke additional support may, on occasions be extracted from their lessons to work 1:1 or in a small group with an achievement assistant to give extra help.

## **E) PSHRE**

The health and welfare of our students is paramount to us, we provide a comprehensive PSHRE programme that runs alongside our first rate pastoral care. Students will have taught PSHRE lessons following the new curriculum guidance including relationships and sex education and health education, we have been piloting this curriculum since September 2019. We have made changes for our autumn term to allow students to discuss areas of importance following recent events including transition, dealing with setbacks, bereavement and how and where to access support. Should we restart under different circumstances students will have access to PSHRE through their Head of Year communication, Microsoft Teams tutorials where applicable and home learning tasks.

## **F) Staying safe**

ICT (Information, Communication and Technology) plays an important role in the everyday lives of children, young people and adults. We aim to build in the use of these technologies in order to provide our students with the skills to access life-long learning. Technology advances at great speed and it is essential that we ensure all our students have the knowledge and skills to keep themselves safe online. We provide a comprehensive e-safety programme, where students are given the help and support they need to recognise and avoid risks, build their resilience and to enable them to make informed decisions when not in school. E-safety messages are reinforced through our pastoral curriculum reinforcing our position on limiting social media, online gaming and excessive screen time in order to create healthy habits and routines.

Our website provides all of the information for your both you and your son/daughter to gain support and guidance on health, e safety and safeguarding and this is where the pastoral team will signpost to. The pastoral team will continue to maintain contact with our vulnerable learners should we have a phased return. Our behaviour information included in this handbook outlines our health and hygiene protocols which students will follow when on site.

# **5. Academic work**

## **A) Curriculum**

Full reviews of the curriculum are ongoing and plans for ongoing informal assessment of learning are in place. Every subject has in place a comprehensive plan of how they are going to move forwards. Subjects will continue to:

- Identify how they will assess students' knowledge and gaps so future lessons can address any gaps or misconceptions;
- reorder their teaching topics to include topics that would have been covered in greater depth during the school closure; and
- create resources that can be used in school and at home.

We do not plan to narrow our curriculum and believe that it is every student's right to have access to a curriculum that:

- supports students' academic success by promoting knowledge-based learning;
- is academically challenging and rigorous;
- is broad and balanced offering both breadth and depth; and

- promotes students' social, moral, spiritual and cultural development.

We are delighted that students will be able to access a full curriculum in school. Students will be taught a full complement of subjects delivered by subject specialists. Due to the student bubble groups being in particular zones of the school, it may not be possible to be in subject specialist rooms. For example, there is only one catering room on the Hillgrove site which is in the Year 11 zone, therefore Years 9 and 10 may not be able to have access to it. Where possible we have looked at appropriate alternative rooms and subject leaders have made further adaptations to the curriculum to allow the teaching of their subject in any classroom.

PE lessons will be taught in our outside spaces where possible. Some PE lessons may be classroom based. Students will not be able to use the changing rooms and therefore we ask that they come to school in their school PE kit on the day(s) they have PE. Should there be inclement weather we ask that students still arrive in their PE kit and we will make the decision if the PE lesson can go ahead.

### **B) Extra-curricular clubs and trips**

Unfortunately, we are not in a position to hold as many extra-curricular clubs as normal at the moment, this includes PE fixtures, choir, school band and school orchestra. We still do have a range of activities available. If your son/daughter would like to take part in any of our extra-curricular activities. The extra-curricular schedule and sign up sheet can be found on our website here:

[Extra-curricular Events - King Charles I School \(kingcharlesschool.co.uk\)](https://www.kingcharlesschool.co.uk/extra-curricular-events)

Students will not be able to attend extra-curricular clubs on an ad hoc basis and only students who have completed the form will be able to attend. Homework clubs will continue to run and are year group specific and separated into their designated zones. Students do not need to sign up to homework club in advance.

Music lessons provided by private peripatetic staff will continue online via TEAMS. This will continue to be reviewed and our provision amended accordingly in line with the guidance.

The guidance from the DFE states that they continue to advise against domestic (UK) overnight and overseas educational visits. Some non-overnight domestic educational visits may take place and these will be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. We will be writing to you separately to inform you about each trip.

### **What provision will be made for 'extra-curricular' activities when students are working at home?**

If students are working at home, we will set weekly challenges for students. These challenges will cover a wide range of subjects and will provide a variety of activities and challenges to help motivate and engage students. Challenges will be advertised to students during the following ways:

- During our daily online tutor sessions;
- On Twitter – follow us at @KC1school;
- On the school website: [Coronavirus \(COVID-19\) - King Charles I School \(kingcharlesschool.co.uk\)](https://www.kingcharlesschool.co.uk/coronavirus-covid-19); and
- In your son/daughter's weekly email from their head of year.

### **C) Blended learning**

In order to prepare for potential school absence, we have put in place a number of systems that will support students regardless of whether they are working in school or at home. The systems are as follows:

1. The setting of all work via Teams
2. The use of voice over PowerPoints and printed booklets, textbooks or revision guides
3. Homework schedules
4. Monitored daily work
5. Online tests via Quizizz or Quizlet etc.

Microsoft Teams will continue to be used to assign tasks, homework, provide supporting resources and feedback for students. Using this system will ensure that every student, regardless of whether they are working in school or at home, has access to the teaching and resources.

Crucial to learning is having a subject specialist teacher explain and model. Hearing a teacher explain is far superior to reading from a book or a screen. All home learning tasks will include a voice over PowerPoint to support our students' understanding. These voice over PowerPoints will be used alongside booklets or textbooks to ensure that all students, whether working at home or in school, have access to quality teacher explanation and modelling. The PowerPoints will be identical to the one used in the classroom to ensure that every student has access to the same curriculum. As these resources will always be added to Microsoft Teams and students will be able to access them should they need to listen back to the teacher explanation or use them to support with any homework tasks.

Teachers need to know what students can and can't do as well as what they do and don't know. Teaching is, as always, responsive to the students' needs as well as ensuring that we continue to teach new content. In lessons, teachers will use a number of assessment strategies to identify the gaps in knowledge and skills. For further information about how we will provide your son/daughter with feedback, please see the 'Feedback' section of this document. We will also continue to use online programmes, such as Quizlet and Quizizz, to provide teachers with a snapshot of what students know enabling them to adapt lessons as necessary. As with the earlier systems, continuing to make use of this way of assessing students will enable us to continue regardless of whether students are working in school or at home.

All remote learning is monitored by teachers on a daily basis. If your son/daughter does not complete the task set, we will send a text message alerting you to this. We will also be making regular phone calls to ensure that both you and your son/daughter have all the support and resources needed to ensure that any period of home learning is as successful as possible.

#### **D) Accessing work from home**

All tasks are set daily via Microsoft Teams to enable any students who are working at home to access the tasks and resources. Your son/daughter is able to access their daily tasks via the activity or assignment function. Any extra resources such as worksheets or PowerPoints will be saved and accessed alongside the task guidance. Your son/daughter will also be provided with a printed version of the booklet and knowledge organiser. Guidance on how to access Microsoft Teams can be found on our 'remote learning technology' page of our website or by following this [link](#).

#### **What work can my son/daughter expect whilst working from home?**

Your son/daughter will be set work according to their timetable. Students should complete the tasks on the set day. All subjects, with the exception of core PE, will set the following via Microsoft Teams:

- Task guidance using the 'home learning sheet' that details what your son/daughter should do;
- A voice over PowerPoint so students can hear the teacher explain and model; and
- Off screen tasks that they will complete in their printed booklet or their exercise book.

Core PE will set a voice over PowerPoint and a link to a one hour work out that your son/daughter should complete.

All voice over PowerPoints are quality assured by heads of department to ensure your son/daughter continues to have access to high quality teaching. Having a recorded explanation and modelling allows students to pause and rewind as necessary to aid their understanding. Students continue to have access to the voice over PowerPoints after they have completed the tasks so that they can return to them a later date should they need to. The voice over PowerPoints also ease pressure on access to computers in the household as students can complete them at a time of their choosing.

Students in Years 12 and 13 will receive an invite from their teachers to a live online lesson. The lessons follow their timetable, mirror lessons in school and students will receive the same teaching time as they would do normally. Live online lessons are recorded so should your son/daughter not be able to access them live, they can listen back at another time. Students can also use the recordings to listen back to the teacher explanation and modelling to support their understanding and aid with the completion of tasks.

In order to further support their work at home, students have been provided with printed work booklets and knowledge organisers. Students are asked to upload either the work that they have completed to MS Teams. This may involve uploading an electronic document that they are working on or a photograph of

their work. All students have received guidance on how to do this. This guidance and 'how to' videos can be found by clicking the link below:

[Remote Learning Technology - King Charles I School \(kingcharlesschool.co.uk\)](https://www.kingcharlesschool.co.uk/remote-learning-technology)

It is essential that students upload their work to MS Teams so that the teacher can see what they have produced, provide the necessary feedback and make adjustments to further learning.

Students may also be asked to complete online quizzes on subject specific programmes on a regular basis, for example, Quizlet or Quizizz. These online quizzes provide another opportunity for the teacher to identify what your son/daughter knows and does not know. This information can also be used to plan future lessons.

In order to increase our support for students working at home and ensure they are able to interact with their class teacher, students will be able to ask questions in the 'post' section of their class team during their scheduled lesson. Teachers will be checking the chat box for questions during this lesson and will be responding to any questions or queries that arise. Responses may not be instant as the teacher will be teaching the students in their class. Students can ask questions in the chat at any time during the day. They do not need to wait until their scheduled lesson. Students can use the 'post' section in their class team or email their teachers should they have a question.

Further guidance and information document can be found on our 'Remote learning' page on the website:

[Remote Learning - King Charles I School \(kingcharlesschool.co.uk\)](https://www.kingcharlesschool.co.uk/remote-learning)

### **Home learning guidance**

The following guidance has been explained to your son/daughter on a number of occasions throughout the autumn term in order to support them in the event of having to work from home. A copy of the guidance can also be found in their knowledge organiser booklet.

Working from home is not ideal and can sometimes feel very frustrating. There are a number of things that you need to do that will help make home learning easier.

### **Before you start work**

Before you start your home learning, make sure you have done the following:

- Eaten your breakfast. Your brain is like an engine. If you don't feed it, it won't work properly.
- Found where you are going to work. It is important that you work in a space that does not contain any distractions. The better your focus, the easier work will be.
- Checked your schedule and collected all your equipment and resources that you need.
- Poured yourself a glass of water. Water increases your concentration levels and helps you think more clearly.
- Put your phone in another room. Students who work in rooms with their phones achieve less than those who don't.

### **Check out your tasks**

All your tasks for that day will be on the Microsoft Teams. You will be able to see your tasks for that day by logging into Microsoft Teams using your school email and clicking on the activity or assignment tab on the left hand side. The link to Microsoft Teams can be found under the 'school logins' at the top of the website.

**Remember you should complete all work according to your timetable and on the day it is set.** You should not be leaving work to build up. All resources will be uploaded to Microsoft Teams so that you have everything you need in the one place.

### **Starting work**

Once you have clicked on your subject, you should:

- Read through your home learning task sheet (see an example below)
- Write the date on the left hand side of your page and underline.
- Write the title in the centre of your page and underline.
- Write out the task number in the margin and tick them off as you complete them.

Remember to always upload your work to Teams so that your teacher can give you feedback.

## Where can I get support?

- MS Teams chat room for my class
- dept@kingcharles1.worcs.sch.uk
- Click on your class 'chat' in MS Teams
- <https://kingcharlesschool.co.uk/index.php/remote-learning-technology>

## E) Feedback

*“Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. When feedback is combined with effective instruction, it can be very powerful in enhancing learning.”*

*John Hattie and Helen Timperley, Power of Feedback*

Feedback is crucial for students to achieve their potential. The Sutton Trust report shows that effective feedback can make a difference of 8 months to a student's progress.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

Feedback looks slightly different this year. Social distancing measures will remain in place, so teachers at King Charles I School will be unable to utilise all methods of feedback that have previously been used in the classroom. Our aim is for all King Charles I School students to receive the same diet, so our focus will be to ensure that we have several approaches to feedback at our disposal. It is important that your son/daughter is provided with effective feedback, whether they be learning in school or at home.

Feedback to students is very important, however research shows that feedback to the teacher is even more important as without this feedback teachers are unable to adapt the lessons to meet the needs of the student. Making your son/daughter aware of what they need to work on is necessary, but this information will prove useless without the teacher using this information to plan subsequent lessons. The systems that we have in place enable all teachers to gather crucial information about what your son/daughter does and does not know as well as what they can and cannot do. This information is then used to ensure that the teaching your son/daughter receives, whether that be in school or at home, meet their needs and enables them to progress. The information and how it is used is monitored at both a department and senior level. The following details how your son/daughter and their teacher will receive and give feedback if they are in school or at home.

### In-school feedback

How can't feedback be given?

- Students cannot swap books to complete peer assessment.
- Teachers cannot circulate the classroom to look at students' books.

### How will feedback be given to students?

- Book looks – teachers will take in your son/daughter's books on a regular basis to check the standard of work and identify any issues that need addressing. Teachers will then use this information to provide students with the necessary rewards and verbal feedback.
- Verbal feedback - students will be encouraged to read their work aloud to the class, when appropriate.
- Invite questions - teachers will invite questions to allow misconceptions to be discussed.
- Whole-class feedback lessons – students will upload their in school or home tasks to MS Teams. Whole-class feedback lessons will be used as normal. The key difference is that work cannot be shown under the visualiser in the lesson so teachers will need the electronic version or their own printed copy within the lesson.
- Self-assessment using structured success criteria.
- Feedback using the visualiser – teachers will show models, annotations and their thought process using the visualiser. Students' work will not be shown unless the teacher has printed the copy.

### How will feedback be given to the teacher to inform planning and teaching?

- Book looks – Information taken from book looks will be used to aid the planning of future lessons.
- Targeted and frequent questioning – the teacher will aim to target questions to all students during the lesson to assess learning and understanding.
- Hinge point questions – specific questions will be pre-planned to assess students' learning before the lesson moves on.

- RAG rating - the red, amber, green pages of students' planners will be used, when appropriate, to quickly gauge students' understanding.
- 'Show of hands' class responses will be used to quickly assess understanding.
- Mini whiteboards – these will be used when teachers require all students to respond in a brief format.

### **Feedback whilst working from home**

What feedback can't be given?

- It will not be feasible to send lots of detailed feedback to individuals on a weekly basis.
- Teachers will not print the work of students, but they will continue to read the work of all students in its electronic form.
- Students cannot send work to school using a physical form.

### **How will feedback be given to students?**

- Whole-class feedback – teachers will provide feedback that addresses the strengths, errors, misconceptions and areas to be re-taught for their class as a whole.
- Drop in sessions – In the event of half or a whole year group working at home, teachers will hold regular online drop in sessions. These sessions will be conducted via MS Teams. Students will be able to log into the sessions and ask questions, seek clarification and explanation and receive feedback on identified tasks. Students will be provided with a timetable of drop ins sessions.
- Quizzes – teachers will respond to students' quizzing results using statements such as:
  - In your Quizizz homework I noticed that...
  - -Topic- appears to be an area that we need to focus on this week, so we will be completing x, y and z to ensure that you are more confident in this area.
  - Well done – you all attempted all quizzes this week. This is excellent!
  - I am pleased that you all achieved over\_% on the \_\_\_\_ section.
- Individual feedback – Students will receive individual feedback electronically on work uploaded to MS Teams in order to recognise and acknowledge their hard work.
- Peer support - students will be encouraged to use the chat room for their class or to speak to each other using MS Teams to ask questions, share ideas and support one another.
- Shared answers – answers to recap quizzes, comprehension questions and tasks will be provided in verbal (voiceover) or electronic form.
- Shared models – teacher models or the responses of other students will be typed / scanned in.

### **How will feedback be given to the teacher to inform planning and teaching?**

- Drop in sessions – Teachers will use the time with students to identify and issues that need addressing in future lessons.
- Online programmes – regular online quizzes will be completed and results will be used to inform planning.
- Submission of work via MS Teams – teachers will read work on a daily basis and will identify issues at a whole-class level.
- Questions – please encourage your son/daughter to email the dept@ email address when support is needed.
- MS Teams chat room – please encourage your son/daughter to ask questions of the teacher / students.
- Student surveys – teachers may choose to use surveys to identify misconceptions / areas to follow up.

## **F) Safeguarding lesson time**

The safeguarding of lesson time continues to be a priority for all teacher as we want to support our students to get back into routine and into good learning habits as quickly as possible. We will ensure that this is possible by employing a number of safeguarding lesson time fundamentals.

### **Safeguarding lesson time fundamentals**

#### **1. Start of every lesson**

Teachers will:

- Provide an overview of the key essentials needed for the lesson
- Ensure that clear and concise instructions are given
- Begin all lessons with a recap quiz
- Script the answers to the recap quiz so that explanations are concise and to avoid misconceptions

## 2. Explanation and modelling

Teachers will:

- Ensure that explanations and models are clear, concise and pertinent.
- Ensure that explanations and models reflect those developed as part of collaborative planning so that all students receive the same diet. Collaborative planning of explanation and modelling will focus on improving the efficiency of explanations and modelling to ensure time is not taken away from deliberate practice.
- Use live note taking/diagram drawing to support chunking of explanation and negate overloading of students' working memory.

## 3. Instructions should be clear and precise

Your son/daughter needs to understand what is required of them at all times. Where possible, teachers will use simple and clear instruction such as the following:

- Pause the video now (if working at home)
- Pens down
- Rulers out, track the text
- Please take notes
- Complete the task which is shown on the screen now
- Read the extract on page 14 of your 'Jekyll and Hyde' booklet
- Submit your work via MS Teams

## 4. Task setting

Teachers will:

- Give clear instructions, ensuring economy of language
- Give a clear time limit for the task
- Ask your son/daughter to 'pause the video now'

## 5. Feedback

Teachers will:

- Be clear about your son/daughter's strengths and areas for development
- Provide whole-class feedback to target issues on a large scale
- Identify common mistakes, errors and misconceptions which will be discussed at collaborative planning sessions

## 6. Teacher conduct

Teachers will:

- Remain focused on students' learning at all points of the lesson and eliminate all off task talk or behaviour.

## G) Supporting students with their work

### Knowledge Organisers

To support student organisation and to ensure that students in school and at home receive the same resources, we will be providing all students with an A4 knowledge organiser booklet during the autumn term as a minimum. There will be a different booklet for each half term, which will contain the knowledge organisers for each subject. Knowledge organisers will continue to be uploaded to the school's website.

### Booklets

***"Having these booklets radically changes planning. Freed from time consuming resource creation teachers can concentrate all of their efforts on effective delivery."***

Ben Newmark

At King Charles I School, we recognise the numerous benefits to using booklets. These include:

- Providing a link between work at home and learning in school
- The ability to focus on the core content of the lesson.
- Providing models for students to refer to and to look back at
- Support when students wish to practise, re-cover content or have been absent

- Supporting organisation of teachers and students.
- Moving students from guided practice to independent practice.
- Encouraging reading larger quantities of text from paper rather than the screen
- They combine well with visualiser use
- A reduction in workload (in the long term)
- Being perfect for cover lessons

<https://bennewmark.wordpress.com/2018/11/30/how-to-teach-using-a-booklet-and-visualiser/>

High-quality booklets support equity of provision; have a positive effect on outcomes and reduce teacher workload which inevitably means that they can focus on perfecting the key fundamentals needed. At King Charles I School, we want our students to become effective independent learners with a solid knowledge base - at King Charles I School, we therefore support the use of booklets as a teaching resource. In September, the use of booklets will be crucial to supporting the link between home and school. Initially, all students in years 7 and 8 will receive booklets for their subjects (there are some exceptions i.e. computing) and these booklets will be used alongside pre-recorded PowerPoints. Students in Years 9, 10 and 11 will have access to textbooks and revision guides.

To ensure that booklets are purposeful, departments will:

- Identify the key content to be included
- Discuss explanations and models as a team
- Annotate booklets together so that all students receive the same message / content
- Work through the 'approach to pre-teach a text' when including passages to be read by students
- Create the comprehension questions and answers together
- Agree the tasks to be included and identify timings for each task
- Identify the key vocabulary, definitions and examples

Booklets will:

- Contain a front cover detailing the unit / module / title
- Be in a font type which is legible e.g. Calibri, Arial
- Be size 11 or 12 font
- Include page numbers
- Be split into sections (by lesson, a series of lessons or topic, as appropriate)
- Include line numbers when there are passages of text to be read
- Include comprehension questions, when required
- Include tasks to be completed, when required
- Include a glossary / vocabulary list, when required
- Link to a pre-recorded lesson that students will complete at home

## **H) Homework during school closures**

In the event of further school closures, homework tasks will be amended in order to manage student workload, reduce anxiety in relation to task completion and understanding content.

### **What will these changes look like in practice?**

#### Years 7, 8, 9 and 10

All students in years 7, 8, 9 and 10 will complete the following homework tasks for 30 minutes each weeknight:

- Hegarty Maths
- Reading

#### Year 11

Students in Year 11 will continue to be set homework according to the usual schedule, as it is vital that their knowledge base is strong and they are prepared for their GCSE studies.

#### Years 12 and 13

Students in years 12 and 13 will be set homework on a weekly basis by teaching staff in each subject.

## **How will students in years 7, 8, 9 and 10 establish good revision habits and build knowledge?**

As subject homework will not be set each week, each department will tailor their curriculum to ensure that the following opportunities are built into lessons, as required:

- Revision opportunities: flashcards, quizzing, Cornell notetaking.
- Online tasks: Quizziz and subject specific packages e.g. Educake, Quizlet, Seneca.
- Application and deliberate practice tasks: exam questions, worksheets, planning for extended writing tasks.

## **How will your son/daughter receive feedback?**

### Years 7, 8, 9 and 10

- Hegarty Maths: On a weekly basis, the maths team will review your son/daughter's progress. Whole-class feedback will be built into lessons to tackle misconceptions/errors and individual support will be given where required.
- Reading: On a weekly basis, tutors will review your son/daughter's progress in reading. They will check that they: are adhering to the schedule, understand the text, know where key resources are and ascertain whether any additional support is required. They will also ensure that your son/daughter knows which pages to read in the coming week and when book changes will take place.

### Years 11, 12 and 13

Students will receive feedback on a weekly basis as part of in school and/or remote learning lessons. Students will be invited to regular 1:1 sessions via MS Teams with their teacher so they can discuss and provide feedback.

**For further details about homework, please see our homework policy.**

## **l) Literacy**

Literacy is, and will always, remain high on our agenda. We believe that our students are entitled to become competent, resilient and fluent readers by: equipping them with a range of skills and strategies; promoting reading of challenging texts; and developing an appreciation of a wealth of literature to build upon their cultural capital. Evidence suggests that children who read every day not only perform better in tests than those who don't. During the autumn term, reading will be the key focus upon return.

Reading will remain in place during 2021/21, although it will look slightly different during the Autumn term. Students will:

- Read a variety of fiction and non-fiction texts during the year according to a schedule
- Be expected to read for 30 minutes per night, 5 nights each week
- Complete a reading log to keep track of their reading
- Keep track of key vocabulary in the vocabulary section of the reading log

King Charles I School will:

- Amend tutor schedules so that books are not shared across year groups.
- Give all students a booklet to accompany each text which will contain:
  - The schedule for the identified book
  - Chapter summaries
  - Key contextual details
  - Vocabulary support
- Provide pre-recorded videos to support the reading of each book:
  - An introductory video to give an overview of the new text and to outline expectations
  - One weekly video where the teacher demonstrates reading and KCI's protocols in action
  - A final video to support students in reviewing the book
- Provide support material e.g. question stems / video clips
- Check-in on students' progress on a weekly basis during tutorial / via tutor calls
- Provide support via email – reading@

## **What will reading look like in practice?**

### Tutor reads – Year 7, 8, 9 and 10

- Tutor read schedules will be amended to ensure that tutor books are not shared across year groups.
- All students in Y7-10 will read for 30 minutes each weeknight in line with the homework policy.

- Students will be provided with a 2020/21 schedule outlining the texts to be read for the entire year and support material such as question stems: [Literacy - King Charles I School \(kingcharlesschool.co.uk\)](http://kingcharlesschool.co.uk)
- For each text, students will have access to the following resources:
  - An overview of how to read each text using the reading protocols
  - A booklet containing a schedule, overview, key context, key vocabulary and chapter summaries.
  - An introductory pre-recorded lesson, which supports students in the initial stages of reading.
  - A weekly pre-recorded reading lesson which can be accessed remotely
  - A final pre-recorded lesson supporting students in reviewing the text.
- On a weekly basis, tutors will review students' progress in reading. They will check that students: are adhering to the schedule, understand the text, know where key resources are and ascertain whether any additional support is required. They will also ensure that students know which pages to read in the coming week and when book changes will take place.

#### Reading in subject lessons

- Teachers will use the approach to pre-teach a text when creating lessons.
- Teachers will reinforce the reading protocols during subject lessons when texts are being read.
- Reading will be from textbooks, booklets and prepared academic texts, never from a PowerPoint/IWB.
- Line numbers will be added to all booklets to support students when reading.

#### Bespoke reading / interventions

- Bespoke students will attend school each day, where possible, and they will receive literacy 1:1/small group sessions.
- A package will be created for bespoke students containing additional reading, daily Lexia tasks and workbooks.

#### Reading – supporting parents and carers

- For reading support, parents and carers can email reading@ to receive a prompt reply to questions and queries.
- A bank of video/audio clips demonstrating reading in action will be created for use at home/school.
- Virtual literacy evenings will be held.

#### **What will vocabulary look like in practice?**

##### Tutor reads – Year 7, 8, 9 and 10

- Vocabulary will be included in all booklets, as appropriate.
- Vocabulary will be explicitly taught, using the explicit instruction-teaching model, in pre-recorded sessions.

##### Vocabulary in subject lessons

- Teachers will apply vocabulary protocols / explicit instruction during lessons.
- Teachers will model high-quality talk during lessons.
- Departmental booklets will evolve to include key vocabulary, as required.
- All staff will reinforce Standard English and ensure that students respond in full sentences.

#### **What will writing look like in practice?**

##### Writing at KS3

- The Writing Revolution lessons will continue in English and history in Year 7 and 8.

##### Writing at KS5

- Webinars will be available for KS5 students with an overarching focus on good essay writing.

#### **J) Technology**

Online learning is never a replacement for face to face teaching, however we recognise that the use of technology can be a support when not used excessively. Too much screen time is and always will be a concern for us and so home learning tasks will take screen time into consideration and students will be asked to complete work in exercise books where possible. Where online programmes are used they will be used to:

- Check students' knowledge and understanding;

- Identify gaps in learning so that lessons can be planned accordingly;
- Provided instant feedback to the student;
- Enable students to ask and answer questions;
- Communicate and provide support;
- Provide online teaching (sixth form only);
- Set tasks and provide resources; and
- Enable students to hand in work for checking and feedback.

All students will be given training, support and guidance on how to use the remote learning technology to ensure that in the event of a lockdown they know how to access their work and support.

- The following guide has been created to help you and your son/daughter to access and use the relevant online programmes:  
**[Remote learning technology – student guide](#)**
- You can access further support by visiting the webpage below:  
**[Remote Learning Technology - King Charles I School \(kingcharlesschool.co.uk\)](http://kingcharlesschool.co.uk)**

## 6. Potential school closures

We are aware that students may still need to work from home for long periods of time, they could be self-isolating as they or someone in their household experiences symptoms or, in the event of a local outbreak, the PHE health protection team or local authority may advise the school to close temporarily to help control transmission. The guidance set out in section 5 of this handbook covers all eventualities that would result in students working from home. It includes what work students should be completing, how to access and submit the work and how to get feedback and further support. Every student, regardless of whether they are in school or working from home, has the same access to the curriculum. In addition to the provision set out in section 5 we will also be offering additional support and opportunities for contact time with members of staff. These are outlined below.

### Online Tutorial via MS Teams

All students will be expected to attend a morning tutorial session between 8.40am and 9.00am. This will give the students opportunities to ask their tutor questions about the day's learning tasks, address any anxieties and see their friends. We have also planned and will deliver assemblies and PHSE activities at that time. If your son/daughter does not attend, a member of our support team will call parents/carers to ensure your sons/daughters attend the following day. Heads of Year will attend the tutorial at least once per week.

### Online interactive sessions

If school closures occur for large numbers of students, we will look to deliver approximately half the students timetable using live video sessions via MS Teams. This is where staff will be able to ask students questions, provide feedback and explain further content as well as an opportunity for students to ask for help.

### Head of Year Weekly email and House Challenges

Heads of Year will send all of their students a weekly email which contains details about the assembly, the PHSE task and some weekly House challenges such as: Art Attack, photographer of the week, baking tasks and recipes, bookworm, tallest tower and various exercise programmes.

### Access to laptops for online learning

We are aware that home learning via the internet and access to electronic devices is a challenge for our families, especially if there is more than one child in the house. Following the parent/carer questionnaires regarding access to the internet and electronic devices, we have been successful in applying for additional laptops from the Department for Education and have issued these in line with their guidance. If your son/daughter is still struggling to access the online learning we have put in place, contact [office@kingcharles1.worcs.sch.uk](mailto:office@kingcharles1.worcs.sch.uk). Please be aware that these are limited in supply, but we will support wherever we can.

### Tutor calls and welfare checks

Our staff are committed to ensuring your sons/daughters can make as much progress as possible whilst they are learning remotely and can, therefore, access the online tasks, are getting their feedback. We like to speak to our parents/carers weekly to see where we can offer any additional support. Parents/carers of students who fall into the vulnerable category (found [here](#)) can expect two calls per week.

### **Vulnerable students and children of critical workers**

In the eventuality of school closures, the school will likely remain open for vulnerable students and children of critical workers. The school is only open for vulnerable students and children of critical workers. The definition of vulnerable students and critical workers can be found [here](#). If it is at all possible for children to be at home, then they should be. If someone in the household, or in the childcare support bubble, is not a key worker then they should be caring for the child. However, if a child needs specialist support, is vulnerable or has a parent who is a critical worker and cannot arrange alternate childcare, then educational provision will be available for them. In this instance, please contact the school via email [office@kingcharles1.worcs.sch.uk](mailto:office@kingcharles1.worcs.sch.uk), by calling reception ([01562512880](tel:01562512880) weekdays 9am-3pm) or by phoning Chris Gibson ([07399281324](tel:07399281324)) if your son/daughter needs to attend school during the closures. There are limited staff available during the school closures so please provide as much notice as possible so that we can make the required staffing arrangements.

### **The provision for the partial school opening is as follows:**

- Clinically extremely vulnerable staff and students should follow national guidance regarding formal shielding measures in place at the time.
- Staff expected to attend school unless directed otherwise
- Year 7 (VCW): Borrington site L21
- Year 8 (VCW): Borrington site L22
- Year 9 (VCW): Hillgrove site TP1
- Year 10: Hillgrove site – Old Building and other timetabled specialist rooms. VCW group to use communication centre if required
- Year 11: Hillgrove site – Queens building and other timetable specialist rooms. VCW group to use the 6<sup>th</sup> form centre
- Year 12/13: Hillgrove site – Blounts building and other timetabled specialist room. VCW group to use the 6<sup>th</sup> form centre
- Students to follow their normal timetable, either via remote learning or in their classes
- Home learning to continue being set via MS Teams with narrated PowerPoints, booklets/textbooks and live feedback sessions.
- Blended learning for all students in school. All work in school is the same as that set at home. Narrated PowerPoints, work booklets and live feedback sessions facilitate this.
- Reinstate the regular phonecalls home to check welfare and curriculum access for those accessing remote learning
- SEN students accessing remote learning to receive 1:1 or small group virtual AA support in line with SEN allocation
- Virtual tutor sessions via MS Teams to provide daily face-to-face communication and an opportunity for students to feedback for those accessing remote learning
- Alternate cleaning rotas pending on requirement
- Handwashing stations available in various locations around the site, hand sanitiser stations in every classroom and students are directed to bring their own bottles of sanitiser into school.

The school will contact the families of vulnerable students and students with EHCPs, on a weekly basis, to check on the student’s welfare and remind them that educational provision is available for them if they require it.

## **7. Frequently asked questions**

Questions I may have	School’s current response
<b>Will the site look different?</b>	<ul style="list-style-type: none"> <li>▪ Yes, there will be a number of changes made to help support social distancing and personal hygiene.</li> <li>▪ There will be a number of handwashing stations available to ensure students wash their hands regularly including entering school.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Staggered arrival times and separate entrances have been organised to reduce any mixing of year group 'bubbles'.</li> <li>▪ Year 7 will enter through the main gate at 8.20am on the Borrington Road Site</li> <li>▪ Year 8 will enter through the main gate at 8.30am on the Borrington Road Site</li> <li>▪ Year 9 will enter through the sports hall gate.</li> <li>▪ Year 10 will enter through the Science Theatre gate.</li> <li>▪ Year 11 will enter through the Hillgrove Crescent gate.</li> <li>▪ Year 12 and 13 will enter through the Science Theatre gate</li> <li>▪ Students should then follow the one-way system to their classroom and line up outside the room. Students will be allocated a classroom area where they will be based for the majority of their time</li> <li>▪ There will be distancing markers on the entrance paths (as at the supermarket).</li> <li>▪ Students will be taught in year group 'bubbles' allowing us to maintain some level of social distancing procedures in school and reduce the chances of being infected with the virus. By limiting how much the students mix with one another, we can reduce the chances of the virus spreading by minimising contact in corridors between lessons and at break time. If staff or students become infected with the virus, only students within their bubble who have had close contact will have to be quarantined at home for 7 days.</li> <li>▪ Close contact has been set out by the government as: <ul style="list-style-type: none"> <li>➢ direct close contacts – face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin).</li> <li>➢ proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual.</li> <li>➢ travelling in a small vehicle, like a car, with an infected person.</li> </ul> </li> <li>▪ The teacher will teach from the front of the classroom and will be a minimum distance of 1 to 2metres from the front row.</li> <li>▪ One way systems will be in operation in buildings.</li> <li>▪ Hand sanitizer stations will be based in every classroom.</li> <li>▪ Separate social and dining areas for each year group.</li> </ul>
<p><b>What hygiene procedures will be in place?</b></p>	<ul style="list-style-type: none"> <li>▪ A frequent daily schedule of cleaning has been implemented and this will continue throughout the academic year.</li> <li>▪ Students will be organized in year 'bubble' groups. This will prevent any spread of the virus.</li> <li>▪ Hygiene posters are on display and regular reminders about hygiene will be given to students.</li> <li>▪ Students will be placed in a seating plan, for each of their lessons.</li> <li>▪ Hand washing stations are available.</li> <li>▪ Hand sanitizer in every classroom.</li> <li>▪ Students must bring their equipment/stationery each day as set out in the behaviour for learning protocols. They will not be allowed to share equipment. If a student requires equipment it will be supplied by school and kept by them. They should also bring the following hygiene equipment to school: <ul style="list-style-type: none"> <li>➢ A mask</li> <li>➢ Tissues</li> <li>➢ A plastic bag (to dispose of the tissues)</li> <li>➢ Hand sanitiser</li> </ul> </li> </ul>
<p><b>What will my son/daughter be learning?</b></p>	<p><b>Recovery curriculum</b></p> <p>During the summer term, all our teachers have been busy working on their subject recovery curriculums. These recovery curriculums take into consideration the learning that has been lost and the fact that we may experience further lockdowns in the autumn term. Every subject now has in place a comprehensive plan of how they are going to move forwards from September. Subjects have now:</p> <ul style="list-style-type: none"> <li>➢ Identified how they will assess students' knowledge and gaps so future lessons can address any gaps or misconceptions;</li> <li>➢ reordered their teaching topics to include topics that would have been covered during the summer;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ re-planned the autumn term topics so that in the event of another lockdown students do not miss out on anymore learning; and</li> <li>➤ created resources that can be used in school and at home.</li> <li>▪ Teachers, like the students, will be observing the social distancing measures and so will not be able to stand next to students to offer one-to-one support or mark work that has been completed in the lesson.</li> <li>▪ Support staff will not be present in the lesson. They will be involved in targeted one to one or small group support as well as adapting resources.</li> </ul>
<b>What about my son/daughter's wellbeing?</b>	<ul style="list-style-type: none"> <li>▪ We recognise that these unprecedented times have been difficult for students and their families. We have a range of support available for students on their return to access in school. Curriculum and tutorial content has been adapted to account for need to discuss the difficulties students may have had. Habits and routines are essential to young people and we will spend time to re-establish these with support.</li> </ul> <p>The mental health and wellbeing of the students is vital and students can access support from the following members of staff:</p> <ul style="list-style-type: none"> <li>▪ Our heads of year are available via email and in school.</li> <li>▪ Our achievement leaders will continue to support students. Miss Willis (Years 7 &amp; 8), Miss Bates and Mr West (Years 9, 10 &amp; 11), Ms Liz Hackett (Years 12&amp;13)</li> <li>▪ Our Home Liaison Officer, Mrs Pepper, will continue to work with students and families to support their needs whilst also signposting them to relevant agencies. With families' consent, she can refer families for further family support. Her email address is: <a href="mailto:lpepper@kingcharles1.worcs.sch.uk">lpepper@kingcharles1.worcs.sch.uk</a></li> <li>▪ Our school PCSO is Stacey Fincher. Stacey will continue to work with targeted students and their families via telephone and email who need additional support both in the community and at school. Stacy's email address is: <a href="mailto:stacey.finch@westmercia.pnn.police.uk">stacey.finch@westmercia.pnn.police.uk</a></li> <li>▪ Our school counsellor is Mr Graham. Heads of Year make referrals to Mr Graham for students who the pastoral team feel would benefit from additional support. We always get parental consent before any counselling sessions commence.</li> <li>▪ Our school nurse is Hayley Swift. Hayley works with us on a Monday and will continue to support via email or a pre-arranged telephone conversation.</li> <li>▪ The Chat Health service is savailable on <a href="tel:01562514555">01562 514555</a>. This is not 24 hours, but a response will be received, and further support will be signposted by the nursing team. For further information, go to the Starting Well website: <a href="http://www.startingwellworcs.nhs.uk/">http://www.startingwellworcs.nhs.uk/</a> or twitter account @SN_Kidd</li> </ul>
<b>What time will my son/daughter have to arrive at school?</b>	<ul style="list-style-type: none"> <li>▪ Year 7 must arrive at 8.15am on the Borrington Road Site</li> <li>▪ Year 8 must arrive at 8.30am on the Borrington Road Site</li> <li>▪ Year 9 will enter through the sports hall gate</li> <li>▪ Year 10 will enter through the Science Theatre gate</li> <li>▪ Year 11 will enter through the Hillgrove Crescent gate</li> <li>▪ Year 12 and 13 will enter through the Science Theatre gate at 8.40am</li> </ul>
<b>Where should my son/daughter go when they arrive at school?</b>	<ul style="list-style-type: none"> <li>▪ <b>Your son/daughter will arrive at their designated entrance. When arriving at school, students should queue sensibly and ensure that they are a minimum of 1 metre apart.</b></li> <li>▪ Year 7 and 8 students will move through the student entrance and line up on the basketball and netball courts.</li> <li>▪ Year 9 will proceed to the Renwick building.</li> <li>▪ Year 10 will proceed to the Old building.</li> <li>▪ Year 11 will proceed to the Queens building.</li> <li>▪ Year 12 and 13 will proceed to the Woodward building.</li> </ul>
<b>What will the lunch time provision look like for my son/daughter?</b>	<ul style="list-style-type: none"> <li>▪ In order for us to keep students in their year group 'bubbles', we have arranged for students to eat their lunch in a designated area of the school. The kitchens will ensure sandwiches, snacks and some hot food is delivered to each bubble.</li> <li>▪ Year 7: Borrington hall</li> <li>▪ Year 8: Harradine and L23/24</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Year 9: Oldfield Hall</li> <li>▪ Year 10: Diner</li> <li>▪ Year 11: Art Gallery, Queens hall and Q5</li> <li>▪ Year 12 and 13: Ordered and brought over to the Woodward building by kitchen staff</li> </ul>
<b>Do the usual behaviour rules apply?</b>	<ul style="list-style-type: none"> <li>▪ Expectations will remain the same.</li> <li>▪ We expect all students to follow and adhere to our student code of conduct. It is more important than ever in these unprecedented times.</li> <li>▪ Students must follow all staff instructions at the first time of asking, without question or answering back.</li> <li>▪ Students willfully not adhering to the hygiene or social distancing guidelines will be in serious breach of the school rules and will be asked to work in isolation to protect other members of our school community.</li> </ul>
<b>Does my son/daughter need to wear school uniform?</b>	<ul style="list-style-type: none"> <li>▪ Yes, full school uniform must be worn.</li> <li>▪ The uniform policy must be followed. It can be found by clicking on the following link.</li> </ul>
<b>What should my son/daughter do if they have PE?</b>	When students have a practical PE lessons changing rooms will not be used. Therefore, students will need to wear full King Charles I School PE kit on days they are timetabled to have PE. A blazer must be worn over students PE kit.
<b>What should my son/daughter do if they feel ill during the school day?</b>	<ul style="list-style-type: none"> <li>▪ They should raise their hand and tell their teacher straightaway. A staff member will be contacted to escort the student to the medical room, where a trained first aider will take care of them.</li> </ul> <p>If students have coronavirus symptoms which include:</p> <ul style="list-style-type: none"> <li>➢ a high temperature (a fever),</li> <li>➢ a new continuous cough, this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours</li> <li>➢ a loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal.</li> </ul> <p>It will be the parent's responsibility to collect their son/daughter, within a 30-minute period. Students need to self-isolate until they take their test which is now usually arranged within 24hours. Please inform us immediately of the results of the test so we can contact those students who have been in close contact with your son/daughter.</p> <ul style="list-style-type: none"> <li>▪ Students will be escorted to the front gate to be met by the parent/carer collecting to be able to handover the student and adhering to social distancing.</li> <li>▪ <b>Please be aware that it is a legal requirement for us to hold at least two contacts for each student and telephone numbers that are up to date.</b></li> </ul>
<b>My son/daughter has SEND, will they get support?</b>	<ul style="list-style-type: none"> <li>▪ Support during lessons will be limited.</li> <li>▪ Wherever possible, we will have support staff available to support students with SEND where it is required.</li> <li>▪ We will also have opportunities for some students to have one to one sessions or small group intervention.</li> </ul>
<b>Will my son/daughter have to wear a face mask?</b>	<ul style="list-style-type: none"> <li>▪ Yes, they will. We know that the predominant new variant of coronavirus (COVID-19) is more transmissible. Students should wear a face, in particular when they cannot guarantee at least a 1-metre distance from others. In a classroom, it is not possible to socially distance students from each other. Students who are exempt from wearing a mask should inform their Head of Year and make sure they wear a badge/lanyard, supplied by parents/carers, so that staff know who is exempt.</li> </ul>
<b>My son/daughter is clinically vulnerable, should they come back to school?</b>	The DFE guidance is that all students should attend.

<p><b>What happens if my son/daughter has symptoms of Covid-19? Should I send them to school?</b></p>	<p>Parents and carers must not send their son/daughter to school with any symptoms of illness, however mild, including:</p> <ul style="list-style-type: none"> <li>• a high temperature (a fever),</li> <li>• a new continuous cough, this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours</li> <li>• a loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal.</li> </ul> <p>Students must self-isolate and book a test immediately. This is now usually arranged within 24hours. Please inform us immediately of the results of the test so we can contact those students who have been in close contact with your son/daughter.</p> <p>If a student tests negative, and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating and should return to school. Other members of their household can also stop self-isolating.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>▪ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>▪ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>▪ travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>If your son/daughter is unable to attend school due to self-isolating then they should still access the curriculum and complete the directed tasks as all work will be uploaded to Microsoft Teams. Using this system ensures all students have access to the teaching and resources regardless of where they are working.</p> <p><b>Testing</b>  <b>Home testing kits and appointments at drive through centres can be booked on-line</b> <a href="https://www.nhs.uk/ask-for-a-coronavirus-test">https://www.nhs.uk/ask-for-a-coronavirus-test</a>. If your son/daughter is under 16 you can ask for a self-swabbing test for the, Children can apply for their own tests from the age of 16. You cannot use a home test on a child under 5 years old.</p>
<p><b>A member of my household is clinically vulnerable, should my son/daughter come to school?</b></p>	<p>Yes, the government guidance is that students should return to school and follow all hygiene procedures.</p>
<p><b>Will I be fined for not bringing my son/daughter to school?</b></p>	<p>We understand people are anxious at this difficult time. The government guidance states; <i>'Parents will be fined if their child does not attend school'</i>.</p>
<p><b>What happens if the school has a case of Covid-19?</b></p>	<p>The school will contact public health England and will follow the advice and inform parents/carers as necessary.</p>
<p><b>Why do you not offer live online lessons to all students?</b></p>	<ul style="list-style-type: none"> <li>▪ Live lessons require all the students to have access to a laptop and the internet at specific times. By providing pre-recorded lessons it means that students have greater access to watch them around their schedule. This is particularly important in households where students and parent/carers may be sharing devices.</li> <li>▪ Live lessons require a great deal of bandwidth, therefore multiple users in the home may not be able to access the internet at home for long durations. Due to the internet requirements, it also means that lessons frequently “drop out” or lose sound etc. meaning the lesson is disrupted for the student.</li> <li>▪ Pre-recorded lessons give the students the opportunity to pause, rewind and revisit explanations. The equivalent in a live lesson would be for the teacher to</li> </ul>

repeat themselves multiple times and potentially waste lesson time for students.

- Research has shown the quality of delivery is far more beneficial than the method of delivery. By pre-recording lessons we can choose the best explanations to use and build in supporting material to our explanations.
- Pre-recording lessons means that staff have more time in the day to plan better resources and assess and feedback on submitted work.
- Live lessons seem like the logical alternative to being in the classroom, however without they are not a proxy to being in the classroom. The teacher is not able to monitor effectively what the students are doing, has limited control over their behaviour and effort, and cannot question/feedback as effectively.
- We acknowledge that some students benefit from some face-to-face time with a teacher so we are looking at ways to combine a live aspect of our online learning provision to offer support and feedback to the students. This will not replace our current provision.

## Appendix A: Covid-19 Code of Conduct

Parents and carers must not send their son/daughter to school with any symptoms of illness, however mild, including:

- a high temperature (a fever),
- a new continuous cough, this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
- a loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal.

The school reserves the right to refuse entry to any student where there are legitimate concerns regarding the health of a student. It will be the parent's responsibility to collect their son/daughter, within a 30-minute period, where they become unwell or appear unwell.

We expect every person in school to behave in a respectful and co-operative way, which fully supports the principles of this COVID-19 Conduct. There will be a zero-tolerance approach to deliberate or wilful breaches of this contract. Students will be placed into isolation if they refuse to comply with the COVID-19 Code of Conduct. Parents/carers will be contacted by the Head of Year to inform them of the consequence. This is non-negotiable and is in place to protect the wellbeing and health of our school community. Please be aware that all staff members including providers of school transport will have a copy of this code of conduct and as such it is in operation at all times, from leaving home to arriving back home if travelling by bus.

In order to return to school, you and your son/daughter must agree to abide by all the parameters below. If you or your son/daughter are unable to agree to each separate statement in this contract, then they should not return to school until the government relaxes social distancing measures or the school asks you to return.

<b>Code of Conduct during Covid-19</b>
<b>Commute to and from school</b>
<p><b>Walking</b> I the STUDENT agree to observe social distancing walking to and from school by:</p> <ul style="list-style-type: none"> <li>▪ Ensuring social distancing measures are adhered to both to and from school (a safe distance between each person). Students may of course walk to school by with members of their family.</li> </ul>
<p><b>Cycling</b> I the STUDENT agree to observe social distancing cycling to and from school by:</p> <ul style="list-style-type: none"> <li>▪ Ensuring that I arrive at school 5 minutes before my allotted time to give enough time to lock your bike and wash my hands, before queuing up</li> <li>▪ Respecting the social distancing advice and not riding close to others</li> <li>▪ Being patient and considering whether over-taking others is necessary</li> <li>▪ Getting off the bicycle and joining the socially distanced queue at the entrance to the school</li> <li>▪ Locking up bicycles, ensuring that there is one bicycle stand in between each bike. Some stands will be taped off to ensure students use the stands intended.</li> </ul>
<p><b>By bus (wherever possible, public transport should be avoided)</b> I the STUDENT agree to observe social distancing on the bus to and from school by:</p> <ul style="list-style-type: none"> <li>▪ Wearing a surgical style mask (in order to follow government guidance when using public transport)</li> <li>▪ Remaining a safe distance from the next person whilst waiting at the bus stop and on the way to the bus stop</li> <li>▪ Being patient and waiting for the person in front to get on and move away before I get on</li> <li>▪ Sitting on separate seats to other passengers and where possible, sit in alternate rows on the bus</li> <li>▪ Remaining seated throughout the journey to and from school</li> <li>▪ Waiting for the person in front to get off and walk away before getting off the bus.</li> </ul>
<p><b>By car</b> I the STUDENT agree to observe the code of conduct when being dropped off by car by:</p> <ul style="list-style-type: none"> <li>▪ Not sharing lifts with anyone other than members of your household</li> <li>▪ Arriving at the Hillgrove Site should be dropped off at the crossroads where there will be a member of staff on duty. They then follow the route to the building where they have their designated entrance. Parents will stay in their cars.</li> </ul>
<b>Arrival at school</b>

I the STUDENT agree to:

- Always use the same entrance (gate by the sports hall)
- Wash my hands on my arrival to school
- Wear a mask inside the school buildings (unless exempt from doing so).
- Where possible, provide my own hand sanitizer (school supplies are limited)
- Go straight to the sports hall
- Queue up at the door to the classroom on the relevant floor markers
- Sit at a designated seat (you will always sit in the same place).

### **Hygiene**

I the STUDENT agree to the following hygiene rules to prevent the spread of the Covid-19 virus:

- Wash hands thoroughly with soap for 20 seconds after going to the toilet (all toilets will be open at break time)
- Use hand sanitizer/anti-bacterial wipes, where possible, at the beginning and end of lessons
- Wear clean clothes each day
- Not to wear scarves or other facial coverings other than disposable surgical masks (these are optional)
- Not to wear any other gloves or PPE other than optional disposable plastic gloves (provided when using keyboards)
- Always cough/sneeze into a tissue or into the crook of the arm. Students should bring their own tissues and a bag to dispose of them in. These can then be placed into the lidded bins provided.

### **Toilets**

I the STUDENT agree to the following rules when using the toilet (although this should be avoided wherever possible), to prevent the spread of the Covid-19 virus:

- Queue a safe distance apart along the designated line
- No more than one student will be allowed to use the toilet at any one time
- Students should ensure they wash their hands using the soap provided for at least 20 seconds after using the toilet

### **Lessons**

I the STUDENT agree to the following rules during lesson time to prevent the spread of the Covid-19 virus:

- Bring all of my own equipment into lessons as I will not be able to borrow any
- To work hard and follow staff instructions as set out in the behaviour for learning protocols
- Sit in a designated seat
- Enter and exit the classroom in a set order to prevent anyone from breaking social distancing
- Wherever possible, not use the toilet during a lesson, to limit the movement around school
- Use hand sanitiser when directed to do so
- Observing the social distancing measures (so teachers will not be able to stand next to you to offer one-to-one support or mark work)
- No work will be collected as the virus can live on surfaces such as exercise books.

### **The end of the day**

I the STUDENT agree to the following rules at the end of the day to prevent the spread of the Covid-19 virus:

- Leave school at the designated staggered time and not wait for friends in the sports hall
- Exit the school site sensibly, calmly and continue to follow the social distancing measures.
- Exit the school using the same gate that you used to enter.
- Walk home straight away and adhere to social distancing measures.

If being collected by car, wait at the crossroads where you were dropped off.

### **Fire**

I the STUDENT agree to comply with the rules and procedures regarding lockdown and fire emergencies as instructed.

- I agree to maintain social distancing in these instances and line up in the designated areas.

## Appendix B: Guidance on isolation

In addition to self-isolating if a student develops symptoms themselves they must also be prepared to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

If a student tests negative, and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can also stop self-isolating. If a student or someone in their household tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.

### Testing

Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils, we are moving to a home testing model (for pupils, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.

### Secondary school testing on-site through an Asymptomatic Testing Site (ATS)

Secondary schools should offer pupils testing at an on-site ATS from 8 March. Testing and return of pupils can be phased during the first week to manage the number of pupils passing through the test site at any one time. You should offer 3 tests, 3 to 5 days apart.

Pupils should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with your phased return arrangements. Schools will have discretion on how to test students over that week as they return to the classroom.

Testing is voluntary. If consent is provided, pupils will be asked to self-swab at the on-site ATS and after 30 minutes they should be informed of their results.

Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection. Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting.

Schools should retain a small on-site ATS on site so they can offer testing to pupils who are unable or unwilling to test themselves at home. We will provide further information about funding available to support this.

### Home testing

Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and

pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.

Pupils aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 attending a secondary school should be tested by an adult.

Staff or pupils with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home. Those with a negative LFD test result can continue to attend school and use protective measures.