



School Reopening- September 2020

These guidelines are subject to change, and reflect the school's current approach to teaching and learning during the Covid-19 pandemic.

The driving principles of these guidelines are:

- To promote safety and sensible choices in relation to limiting the spread of Covid-19.
- To offer a manageable approach for staff.
- To ensure that our students are still in receipt of a high standard of teaching and learning which allows them to make progress and achieve the best outcomes possible.
- The school will follow the most recent DfE guidance on the processes that should be followed to create an inherently safer environment for children and staff.

The school will comply with health and safety law by thoroughly reviewing health and safety risk assessments as time goes on. We will continue to review how contacts are reduced and maximising distancing between those in school in order to reduce the potential for contamination, as far as is reasonably possible.

We will achieve this by grouping students in year group bubbles, minimising contact between groups, arranging classrooms with forward facing desks and requiring staff to maintain distance from students and other staff as much as possible. Staff should remain 2 metres from students. Students should not face each other in lessons.

To prevent the spread of infection we will recommend the wearing of face masks in busy corridors and communal spaces and during lessons for those students and adults who may experience anxiety or have health conditions. The wearing of face coverings will be explained as will the correct mode of removal and disposal/ storage. Students and adults working in classrooms will be reminded to clean their hands regularly, between lessons and after visiting the toilet etc. Posters and visuals will remind staff and students about good respiratory health by promoting the "catch it, bin it, kill it" approach. Tissues and additional bins are made available in classrooms for this purpose.

All teachers and other staff can operate between different classes and year groups in order to deliver the full timetable and provide students with the specialist teaching they need. Staff moving between classes should aim to keep their distance from students and other staff as much as they can and ideally two metres from other adults.

Within the classroom, teachers will maintain a distance from students and other adults and will teach from the front of the classroom without moving among students. Ideally teachers and other adults will maintain 2 metres from each other and from children. This may not always be possible but should be implemented when possible. Close face to face contact should be avoided and minimised if spending time within one metre of anyone.

Students shouldn't touch staff or their peers if possible. It is recognised that this may not be possible for those children with complex needs.

The school has asked that parents ensure their children come to school prepared with their own equipment (pens, pencils, highlighters, calculators and rulers etc.) so they are self-sufficient in lessons and do not need to borrow equipment from the teacher or other adults in the room. Equipment packs will be made available for PP and disadvantaged students. The school has made mini whiteboards available for all students to facilitate feedback AfL approaches and these will be stored in classrooms for students' use during lessons. Teachers will also receive packs of basic equipment such as sanitiser, wipes and board pens to reduce contact and to ease the burden of moving between classes during the day. Classroom resources such as text books and exercise books can be used and shared within a bubble.

Students will be expected to bring text books and basic equipment to school in their bags each day and teachers can decide on whether exercise books go home or if they are stored safely in classroom bases. The DfE guidance states that students and teachers can take books and other shared resources home although unnecessary sharing should be avoided. Any items that are shared within a bubble should be cleaned regularly along with all frequently touched surfaces. Those resources that are shared between classes or bubbles such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused for a period of 48 hours or 72 hours for plastics. It is recommended that staff collecting books or scrips, completed work or work for marking, should use drop off and collection areas within the classroom so that items are not passed hand to hand. See also the Marking Guidance section below.

Students will be encouraged to limit the amount of equipment they bring to school to the essentials such as text books, lunch boxes, coats, stationery and mobile phones.

A separate set of safety guidelines exist for the performing arts and music which are written as separate protocols within the risk assessments of these subject areas.

Teaching and Learning

The school will ensure that students continue to access a broad and balanced curriculum, including specialist teaching and access to specialist teaching rooms. The latter may not be possible on a regular basis because of the need to clean between lessons and to minimise mixing between bubbles. Such lessons will be timetabled in advance. The school will ensure that all teachers and students adopt safe approaches in the classroom which enable quality teaching and learning to proceed. Under the guidance of Directors of Learning, teachers will retain the autonomy to choose the approaches that work best for their subject and classes. SLT will support all teachers by maintaining a high presence in lessons and on corridors, allowing teachers to get on with delivering the best lessons possible, without interruption.

An essential aspect of the development of teaching and learning will be facilitated by DoLs and LoLs and via the CPD being provided on a regular basis by Charly Dryer and Zoe Kemp in their roles as school T and L coaches. Before lockdown, the school was working on the Great Teaching Toolkit as its model for our approach to classroom practice and curriculum delivery. However, the restrictions imposed have necessitated a re think about the most suitable teaching and learning approaches to use now. Great teaching and learning will demand a creative approach and one which works around the restrictions to focus on what is possible and deliverable in each subject area so that standards don't slip. This will be the teaching and learning focus for term 1.

Classroom protocols

- As teachers will be moving between classrooms while students, particularly at KS3 are likely to remain in the same classroom for a number of lessons, bubbles will be supervised by non-teaching staff at the beginning, end and change-over of lessons. Supervision will include monitoring that students maintain a safe distance from each other when they leave or enter a classroom and while on the corridors. Once students enter the classroom, they will be supervised by an adult (not necessarily their class teacher) while they are waiting for their subject teacher to arrive.

Classroom protocols (continued)

- Each student will be expected to have a reading book in their bag to read during the transition between lessons and while waiting for their teacher to arrive in the classroom.
- It will be the expectation that students will read in silence while they await the arrival of their teacher. This simple approach will support teachers to enforce expectations. Getting students to spend the first five minutes working on a silent reading task will give teachers time to get themselves sorted when they arrive in their lesson.
- Seating plans will be in place for every subject and in every classroom. Teachers using the same spaces should discuss seating plans and agree if and how these will be adapted if certain students need to be moved for teaching and learning reasons, for example.

Some useful classroom approaches

- Explain things really well. A lot of the time in lessons is spent on picking up on misconceptions in students' work or helping those who haven't fully grasped what they needed to do. If teachers make sure that explanations are crystal clear, less time will need to be spent on this.
- Use written supports. Students frequently need help because they have forgotten elements of an instruction, especially as they move from one task to another. It will help if they have clear written instructions of what they need to do that also includes things like probable mistakes and common misconceptions. Maybe sentence starters, key vocabulary and hints. In other words, the long demonised worksheet may be back in fashion.
- Students need to read their work. Checking on how pupils are doing with a particular task is going to be more difficult if teachers are keeping two meters away. Creating a supportive classroom environment where pupils are confident to read their work out in class and receive praise and feedback in front of their peers will be essential. Use of visualisers could be useful for teachers to share students' work and other exemplars.
- Teachers should be thinking of ways to check not only how students are doing with their work but also what they are learning. Reading over students' shoulders or talking to them one-to-one during a lesson will no longer be appropriate to quickly gauge understanding. Instead, teachers can move to quizzes using platforms like Google Forms, Seneca and Educake.
- There will need to be a quiet environment. If teachers are to stay a couple of meters from students, they are going to need to be able to hear them and communicate with them at that distance. This isn't going to work if the room is noisy and chaotic. It will be more important than ever that there is a calm and purposeful atmosphere in the room. This can be achieved by setting expectations out clearly at the beginning of lessons and also modelling through teacher talk and modelled behaviour.

Marking Guidelines - School Reopening - September 2020

These guidelines are subject to change, and reflect the school's current approach to marking and feedback during the Covid-19 pandemic.

The driving principles of these guidelines are:

- To promote safety and sensible choices in relation to limiting the spread of Covid-19.
- To offer a manageable approach for staff.
- To ensure that our students are still provided with purposeful feedback which recognises their strengths and weaknesses and supports their academic progress.

Work Completed in School

During lessons, it will not be practical or safe for teachers to write in students' books: in lessons, where appropriate, **self and (when possible/safe) peer marking will be used**, especially for activities such as low-stakes tests. Staff will regularly model how to offer high quality peer/self-feedback to ensure that this feedback is purposeful and useful by providing, for example, target banks and model comments.

Giving out paper resources, marked work and exercise books: staff should ask students to do this wherever possible (instead of doing it themselves), or give out the resources before students are seated in the classroom. Staff should wash/sanitise their hands before giving out any resources, marked assessments or books.

Presentation of work: we will provide students with more frequent reminders and examples of expectations of presentation. Those with excellent books will be rewarded, while those who fail to meet expectations will be kept behind to improve their books.

Storage and marking of exercise books: Each class set of exercise books will be kept in a labelled box or drawer in the room where the lesson takes place. Staff will only be able to check and mark students' books outside lesson time. It is good practice for staff to avoid touching their faces while marking work, and to wash their hands immediately after they have been marking.

Classes will sometimes complete key assessment (tests, exam questions...) on separate paper. When these marked assessments are returned to students, they should be immediately (and neatly) glued or stapled into the exercise books: students will need their own suitable glue stick and/or stapler for this to avoid sharing resources. The title and date of the assessment, as well as the feedback received and any DIRT tasks completed, should be easy to see when students are looking back through their books. Again, the importance of good presentation and organisation needs to be mentioned frequently because students will be taking more ownership of the presentation of their work. Teachers will show examples of how assessments should be stuck in to support revision and progress. For larger formal assessments such as mock exams, a separate folder, also stored in the classroom, may be appropriate.

Marking of assessments should follow our usual marking and assessment guidelines - the guiding principle of marking is to promote progress and improve understanding. Teachers can incorporate a range of possible approaches using the latest research to maximise the impact of their feedback while reducing unnecessary staff workload. Student responses to feedback (DIRT) are seen as an integral part of the assessment process at Willingdon.

Homework

Homework tasks will regularly use the online platforms staff have already used so successfully as part of remote learning. Staff can set self-marking work which builds on or links to the learning in the classroom using platforms such as Google Classroom, MyMaths and Educake. It is also entirely appropriate to set homework tasks linked to focused, purposeful revision or new key content, such as developing (physical or electronic) flashcards or other revision resources on a topic or theme, or completing diagnostic tasks to assess strengths and weaknesses in specific areas of the curriculum. Extended reading tasks can also be set as homework. For *all* homework, it is still essential for staff to monitor its completion, rewarding students who are working hard and putting sanctions in place to allow those who have missed tasks to catch up. Homework completion should never simply be about compliance: students need to know that the work they do at home has an impact on their progress in school, and that staff value the homework they do. When paper-based homework is set, staff are reminded to wash hands after marking and avoid touching their faces while marking the work.