



THE ARUN VILLAGES FEDERATION

incorporating



Amberley C. E. P. School and St. James' C. E. P. School

Covid-19 Interim Teaching and Learning Policy

Introduction

This policy has been drawn up with input from staff from both the schools in the federation in response to the circumstances they find themselves in as they reopen in September 2020 following a long period of partial closure due to lockdown.

It has been written to support staff, parents and children as they adapt to school life as it is whilst the coronavirus continues to present a threat to health.

Aims

The aims of this policy are:

- To bridge the gap between the accepted model of how children learn best and the model required by social distancing guidelines;
- To seek opportunities within the new model of teaching and learning so that all children can do even better;
- To ensure that all children have their needs met, particularly those with SEND; those who are disadvantaged; those who are experiencing anxiety or fear; and those who have other barriers to learning;
- To ensure that all children make the best possible progress, including those who learn more quickly; those who need more support to learn; and those with individual learning needs;
- To ensure that expectations remain very high so that gaps in learning are quickly closed and all children attain as well as they can;
- To ensure that children are offered enriching and Covid-safe home-learning activities (homework) in line with the school's policy as far as possible;
- To ensure that children's emotional and mental health is promoted and supported;
- To ensure that the schools within the federation are fully prepared for a second lockdown so that no learning time is lost and children receive appropriate, enjoyable and challenging home learning tasks and activities which enable them to make rapid progress.

Principles

- We will adopt a positive, can-do approach to teaching and learning during the remainder of the pandemic;

- The focus will be on children's attainment and progress, so that they are enabled to catch up as far as possible on the learning they have missed;
- We will follow all government guidance so that our schools provide the safest possible environment for everyone whilst children are supported to thrive academically, emotionally and socially.

Practice

Teaching and learning – the new normal

We all believe that children learn best when they can be active, collaborative, independent and hands-on. They thrive in a calm, safe, supportive and challenging environment where learning, resources and teaching methods precisely match their needs.

In the return to school after lockdown, classrooms need to be different. Children will be seated for longer sessions; they will need to be forward-facing; they will not be able to share all resources; and they will need to be socially distanced from adults and each other.

Teachers will use a range of strategies, including but not limited to the list below, to ensure that children remain **engaged, challenged, settled and independent**, despite the restrictions that Covid-19 safety practices inevitably impose: -

- VAK
- Stretch/challenge-self initiated/teacher led
- Independent lines of enquiry type investigation work
- Free writing to promote independence and choice when writing.
- Mixture of direct instruction/modelling
- Verbal feedback
- Timely and appropriate teacher interventions in lessons
- Visual/pictorial/concrete in Maths
- Using resources unique to the individual
- Opportunities for class/paired discussion
- Key questioning
- Clear, simple instructions
- Group/guided tasks
- Frequent breaks
- Short burst tasks
- Use of Nature Space/Outdoor learning experiences
- Online materials/use of the whiteboard in a creative way

Meeting individual needs

Every class has a broad range of needs and abilities, and our schools also have a range of age-groups within each class.

Teachers will use a range of strategies, including but not limited to the list below, to ensure that all children's individual needs are met. This means ensuring that those who grasp new

concepts quickly are able to make more rapid progress whilst those whose learning needs more scaffolding are supporting to learn at an appropriate pace and level.

- Independent “pick and mix” English/Maths activities
- Problem solving activities
- Cloze procedure
- Scaffolded worksheets
- “Glass ceiling” approach-stretch for all
- Special books/colour overlays for dyslexic children
- Revision of skills from previous year
- Bespoke interventions-don’t move on until they are fully embedded
- Immediate feedback
- Addressing teaching and learning issues at the point of learning
- Linking targets from PLPs to lessons
- Differentiated tasks
- Word banks/prompts on the wall/interactive displays

Closing gaps and raising standards

Whilst all children have missed at least one term of normal classroom teaching, they have had very different experiences during lockdown. Some children have thrived and have continued to learn very well during lockdown, whilst others may have done little in the way of academic work.

Teachers will use a range of strategies, including but not limited to the list below, to ensure that the gaps in children’s learning are identified quickly and accurately; that effective teaching and high expectations enable all children to catch up from their starting points; and that homework is used safely and effectively to support their progress.

- Timely interventions for SEND/within lessons for all
- Informal and on-going teacher assessments
- Personalised short-term targets
- Home-School partnerships
- Child-led research opportunities
- Involve children MORE in planning
- Assessment at beginning/end of a topic/unit of work, e.g. Entrance tickets/exit tickets
- Home learning which is more interactive and enriching
- Open-ended investigations in Maths and English
- Use of websites like NRICH for Maths extension/stretch/challenge

Safeguarding children’s mental and emotional health

Whilst some children have taken the pandemic in their stride, others may have had personal experience of loss or illness. Some children may be unsettled or anxious about returning to school and/or about the virus itself.

Teachers will use a range of strategies, including but not limited to the list below, to ensure that children settle quickly back into school life, develop resilience and a positive attitude, and enjoy being back with their friends and peers.

- Regular PSHE lessons
- Regular circle time type talking opportunities
- Worry boxes/flags in class
- Opportunities to show emotions through art/music
- Stop, look, listen-behaviour strategy
- High standards of behaviour
- Using expert sources-e.g. Jigsaw (PSHE)/Young Minds/NSPCC
- Mood Monsters (self-registration) in the mornings
- Time to talk
- Regular staff meetings-alerting vulnerable pupils
- Implementing the Relationships Education policy (Statutory Summer 2021)

Preparing for a second lockdown

Our schools will do their very best to remain open and will encourage children, parents and staff to follow guidelines and to take all sensible precautions to prevent infection. It remains a possibility, however, that individual children/families, bubbles or even whole schools may be required to close again for a temporary period to prevent a spike in infection.

Schools are taking measures, including but not limited to the list below, to ensure that, in the event of some or all children having to stay away from school, the impact on learning is minimised.

- Home-learning packs and consistent format ready to use from last lockdown-ensuring curriculum coverage
- Regular class email contact with parents/work posted onto school website
- Oak Academy/online resources made aware to parents
- Expectation that work carried out during Lockdown will be brought back into school to be marked
- Home-School agreement

Ethos and Community Life

Ethos and values are central to school life. Assemblies play a vital role in strengthening and developing this aspect of the school's life and work, and help to ensure that the school's values are understood, shared and lived by children and adults.

Village schools also play a central and important role in the communities they serve, and taking part in community events and/or inviting the community to take part in school events are a key aspect of this.

Currently, whole-school events and community events cannot take place due to Covid-19 restrictions.

Our school will use a range of measures, including but not limited to the list below, to ensure that we maintain a strong sense of community and continue to promote and safeguard our individual ethos and values:

- Daily class assemblies (age appropriate and suited to the class' need)
- Assemblies to be PSHE-focused
- Class Assembly led by Rev. Gerry (one class per week on a rotation basis) for Christian/spiritual focus
- Weekly celebration assembly (in-class), with a focus on achievements in learning and behaviour
- Whole-class singing (outside as much as possible).

Roles and responsibilities

Governors have approved and will monitor and evaluate the policy.

The executive head teacher and heads of school will monitor the impact of the policy through normal monitoring procedures, and will amend it if and when necessary.

Teachers will implement the policy with support from their heads of school.

Children are expected to engage with the policy by doing their best in every lesson.

Parents and carers are expected to support the school and their children by ensuring that their children attend school every day; by adhering to Covid-safe practices and following guidelines; and by supporting their children's learning at home.

Monitoring and Evaluation

The impact and effectiveness of this interim policy will be monitored and evaluated through the federation's normal procedures. Changes will be made if required to ensure that the policy achieves its aims.

If and when life returns to normal post-Covid, the teaching and learning policy will be reviewed and updated to ensure that the best possible practice is identified and retained.

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