

## **Mount Carmel RC High School Virtual School Policy – September 2021**

### **OVERALL SCHOOL AIM:**

**To provide effective support for all pupils and families of pupils attending Mount Carmel RC High School during the COVID-19 crisis.**

### **SCHOOL OUTCOMES:**

1. To outline how the school will continue to provide support for pupils who are having to work from home because they have tested positive for COVID as of September 2021.
2. To clarify roles and responsibilities of staff at all levels involved in delivering online school support
3. To ensure the logistics for online school provision is safe for all concerned and constantly updated in line with the latest DfE and school COVID-19 risk assessments.

This school policy is based on the latest DfE guidance included in the school risk assessment.

### **Our Mission:**

Mount Carmel is the Roman Catholic High School serving the people of Hyndburn. With Christ at the heart of our community, we believe in the worth and dignity of each individual. Our aim is to nurture their gifts and talents by providing a caring, challenging and stimulating environment in which effective teaching and learning takes place. We seek to encourage our students to witness Christ's teaching and to participate in building the Kingdom of God.

This mission is never more important than during this time of national emergency, when our students need to be supported and educated remotely. Many of our students are already disadvantaged and we must not let the gap widen during their absence from school. We also have a high proportion of students with Social, Emotional and Mental Health needs. We must engage with the pupils in this time of potential isolation and a regular connection with school will help pupils to cope with this period of national emergency. It is important work we have been entrusted with and we will rise to the challenge.

Policy to be read in conjunction with the 'Onsite School Policy – September 2021'

**This policy has been written in accordance with the latest government guidance:**

**[DFE Schools COVID Operational Guidance](#)**

### **Roles and Responsibilities:**

#### **Class Teacher:**

- As per DfE guidance, all pupils who are isolating because they have tested positive for COVID must receive their entitlement of 5 hours of work per day (in line with their normal school timetable). Teachers, therefore, should set work for all pupils who are isolating, based upon their ordinary teacher timetable. This work will be set on SMHW. Work must be set on SMHW for pupils by 9am each day. This work must replicate, as best as is possible, the work that pupils who are not isolating are receiving in class.
- Assistant Pastoral Leaders will send out updated lists of the pupils who are isolating because of COVID each day. Teachers will use this information to help them to set work for those who require it.
- If a pupil is unable to complete the work set for them because they are too unwell, they will be expected to complete the work as soon as they are feeling able, so they do not fall behind.
- When a pupil returns to school following a period of isolation, the class teacher should check that the work set has been completed and transfer this work (where possible) into the pupil's exercise book/folder. If the work has not been completed, the class teacher will chase up the pupil and ensure that it is completed.

### **Advice and guidance to teachers regards selection of work set for pupils:**

Please remember when setting work to follow, as far as is possible, the department Progression Maps so that pupils do not fall behind with their learning. Alongside this, also be clear to ensure that the following guidance is followed for setting work online:

- Set tasks that are **clear and self-explanatory**, which will provide feedback to pupils. E.g., Comprehension based activities, watch the YouTube video clip and make notes/answer questions, research and questions etc.
- Ensure the work you set pupils is **challenging for all and well adapted to suit the needs of all learners**. Ensure that in order to support you provide **model answers, success criteria and scaffolding** which will benefit all but especially our SEND/LAP students.
- Ensure that you are also making use of the reading and retrieval practice strategies to consolidate the learning that has taken place in the previous half term and allow for this learning to be embedded to the long-term memory.
- Do take advantage of the plethora of online learning resources available from **Oak National Academy and BBC Bitesize**.

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize>

### **Curriculum Leaders / Assistant Curriculum Leaders:**

- Set work for your own classes and as per normal model good practice
- Set work for sick / absent colleagues as far as possible
- Regularly monitor the work set by department colleagues through SMHW for quality and quantity and chase up any work that has not been set for pupils who are isolating.
- Liaise with your SLT link to update them on the quality of work being set for pupils who are isolating, and any issues with staff who are repeatedly failing to set work.
- Direct TAs or any other support workers attached to the faculty to support specific pupils' learning.

### **Pastoral Leaders / Assistant Pastoral Leader:**

- Send out updated lists of those pupils in each year group who are isolating because they have COVID.
- Check in on pupils and parents and inform teaching staff if any pupils are feeling too unwell to complete their work (teachers will still set the work for pupils to complete when they are feeling better but knowing this will stop teachers unnecessarily chasing pupils for work when they are not feeling well enough to complete it.)
- Liaise with parents to ensure that pupils have the technology needed to complete their work at home and to provide school laptops where needed.

### **SLT:**

- Set work for your own classes
- Regularly monitor the work being provided in link department meetings and discuss with CLs the quality of the work being set
- Feedback to CFY any problems with the quality or frequency of work being set in the subject areas you line manage.

### **DSLs:**

- Ensure that any vulnerable pupils who are off due to COVID are monitored from a safeguarding viewpoint
- When pupils who have a social worker are off due to COVID, ensure the social worker is aware of the absence

**SEND Team:**

- SENCO and TAs to monitor work set for any pupils who are isolating who have an EHCP or are on the SEND register, communicating with the class teacher to support adaptive teaching.

**Academic Mentors (AM):**

- When Pupil Premium pupils return to school the AM will check with staff that all the work set has been completed to an acceptable standard. If not the AM will gather the work and arrange to the pupil to attend additional ALS before or after school or arrange for them to complete the work at home so they do not have any gaps in their learning or fall behind other pupils in the class.
- These are 2 new posts and systems are being developed across school to support staff and Pupil Premium pupils in ensuring they catch up and keep up due to COVID.

**Expectations – checking work and giving feedback:**

Any work which is completed and sent back to the teacher should be reviewed in a timely manner and some feedback given where appropriate. Use this as an opportunity to keep students engaged and maintain a positive relationship. When pupils who have been isolating return to school, ensure that their work is transferred into their exercise books/folders and that feedback is given in line with the school's 'Feedback Policy'.

*\* See additional information in class teacher section*

**Expectations - Staff Absence:**

**Please follow the normal school staff absence policy and notify the HT and your line manager between 7.00 – 7.30 am. Teachers are reminded that as per policy, if a teacher is too unwell to set work for their classes, they must inform their CL, SLT Link and HT so alternative arrangements can be made.**

**End of report: Agreed by SLT – 14 September 2021**