

Mount Carmel RC High School Virtual School Policy
Updated from Monday 4 January 2021 (Lockdown 3.0)

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 vulnerable pupils (using government criteria) and from Tuesday 5 January 2021, gradually increase the number of pupils on site at any one time, (using school risk assessment criteria).
2. To outline how the school will continue to provide support for pupils currently working from home during the national emergency as of Tuesday 5 January 2021.
3. To clarify roles and responsibilities of staff at all levels involved in delivering online school support.
4. 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 pupils 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 pupils need to be supported and educated remotely. Many of our pupils are already disadvantaged and we must not let the gap widen during their absence from school. We also have a high proportion of pupils 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 updated Onsite Provision Policy from 4 January 2021.

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

<https://www.gov.uk/coronavirus/education-and-childcare?priority-taxon=774cee22-d896-44c1-a611-e3109cce8eae>

Roles and Responsibilities:

The following roles and responsibilities are intended to ensure all staff have a clear understanding of their role, expectations and the school systems, so we can all do our best to support, pupils, families and each other during Lockdown 3.0 and keep up the momentum over the course of the closure by maintaining effective systems and routines. Everyone's family commitments come first and illness / childcare / care for sick relatives will take precedence over these responsibilities. However, we should strive as a team to maintain this for the full duration of the COVID-19 crisis, as best we can, individually and collectively. We will continue to support each other and go the extra mile for our pupils and their families.

Class Teacher:

- Please ensure that you are following the guidance set out in the: [Teacher Expectations Lockdown 3](#) document.

- As per DFE guidance, all secondary school pupils must receive 5 hours of work per day. Teachers, therefore, should set work for all classes based upon their ordinary teacher timetable. This work will be a blended version of LIVE lessons and SMHW work. The frequency of the live lessons must adhere to the schedule outlined in the [Frequency of Live Lessons](#) . Live lessons must be sent via the calendar function in Microsoft Teams and teachers should also indicate via SMHW when a live lesson is taking place so that parents who are monitoring their child's work on SMHW can clearly see when a LIVE lesson is scheduled. LIVE lessons should be set for each fortnight ahead on the Friday before (at the latest).
- Teachers must 'Manage their Teams' on Microsoft Teams for each class so that: pupils cannot bypass the lobby; cannot unmute themselves without permission and cannot 'take control' of the lesson. Please follow the instructions for how to do this [HERE](#) if unsure.
- Teachers are expected to complete the attendance registers (NEED TO INSERT LINK) promptly after each LIVE lesson so that PLs/APLs have an up-to-date record of pupil participation and engagement. Where a pupil fails to engage with a specific subject but appears to be engaging in other areas, APLs/PLs will inform the class teacher in order for them to chase up. If this becomes a recurring issue, CLs should chase up the pupils. Where pupils are failing to engage in a number of live lessons, PLs/APLs will chase up. If the problem is due to access to I.T, PLs/APLs will (where available) provide pupils with access to a school laptop and will record this on the school booking system (INSERT LINK).

Advice and guidance to teachers regarding selection of work set for pupils:

- Please remember when setting work to follow, as far as is possible, **the five-point plan** from Mark Enser's article in the TES that was sent out by CFY in the last lockdown. The advice in the article is as relevant now as before. (See below for the link to the article and more information).

<https://www.tes.com/news/coronavirus-5-point-model-deliver-online-learning>

1. **Begin every lesson with a short review of previous learning.** (This will aid long term memory and schema building).
2. **Present material in small steps with pupil practice after each step.** (This is especially important if you are introducing pupils to new material that they haven't encountered before).
3. **Ask a large number of questions and check for understanding before moving on.** (This is more difficult at the moment but make use of Show My Homework/Quizlet/Microsoft to set quizzes and review learning.)
4. **Provide models and scaffolds for difficult tasks.** (Talking through these models with pupils is also helpful. You can insert audio into a power-point to do this. See the weblink in the T&L bulleting: 11.05.20).
5. **Engage pupils in weekly and monthly reviews.** (This will help take learning from the working memory to the long-term memory. Monthly review should involve learning that has taken place earlier in the school year).

Alongside this 5- point plan, be sure to consider the following:

- 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 pupils.
- You may need to **adapt your curriculum**, so that you are focusing purely on the knowledge and skills specified in the Progression Maps. However, where this is not possible, ensure that with these topics you are adhering to **the 5-step plan** to ensure that learning is as effective as possible.

- 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>

Form Tutors:

- Each morning at 8.45am, tutors to meet via Teams with their tutor groups. The main purpose of this meeting is to ensure pupils are up and ready for work, tutors can go over any issues with pupils and this time can be used as a general welfare check. Record their attendance and any comments you may have in the pastoral tab of the registers [spreadsheet](#).
- If FTs have welfare concerns, please add a comment to the appropriate week tutor column and ensure you flag this up to the respective APL / PL and a DSL if there are immediate concerns. PLs/APLs and DSLs can use these to ensure we are keeping all children safe.
- Form tutors will also be expected to deliver a weekly collective worship / reflection, literacy and numeracy tasks.
- PLs and APLs will monitor this engagement and work with parents / pupils to ensure pupils are not falling behind. Pastoral will work with JHL / CFY to ensure pupils who are not engaging are either provided with appropriate technology or are brought into school.

Curriculum Leaders / Assistant Curriculum Leaders:

- Please ensure that you are following the guidance set out in the: [CL Expectations Lockdown 3](#) document.
- 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 and manage the work set by department colleagues through online platforms for quality and quantity using the [CL Monitoring Proforma for L3](#). CLs are expected to spend between 1-2 hours each week on monitoring the curriculum and effective implementation.
- As a department you may organise your staff to work in pairs to share ideas and / or plan work for particular year groups, so staff are not working in isolation. **Communicate regularly** with colleagues via a weekly department meeting. This is important from a staff health and wellbeing point of view as much as to meet the business needs of the school.
- Organise with SLT link a regular online meeting as per the ordinary school schedule.
- **Contact teachers** where work is reported as **not set or the teacher is clearly not following the school advice and guidance or not keeping to the schedule for online learning**. This should be supportive as caring responsibilities may present challenges.
- **Direct TAs or any other support workers** attached to the faculty to support specific pupils' learning.

Pastoral Leaders / Assistant Pastoral Leader:

Pastoral leaders will:

- Staff the appropriate entrance and exit, am and pm of all pupils to and from school unless involved with testing
- Monitor the engagement of online learning across the year team spreadsheet for pupils working remotely at home and in school
- Contact pupils and parents at home to engage / re-engage as and when needed, in particular PP and SEND
- Be a presence in the classroom and monitor the engagement of key worker and vulnerable pupils, in particular PP and SEND

- Phone home for non-attendance of key workers and vulnerable pupils when expected in school, prioritising PP and SEND.
- Assist in the awarding of Stars of the Day and Stars of the Week awards (from GEN) for your year group. PLs and CLs to liaise with SFG to place these celebrations on the school website
- Assist in identifying and overcoming barriers to learning e.g., IT equipment etc., in particular for PP, SEND
- Oversee the selection of pupils to be requested present in school, clearing names with JHL and SEND DSY
- Ensure the wellbeing database is current, updated as appropriate and ongoing
- Ensure a weekly list of pupils causing concern for both education and welfare is presented and discussed at a meeting Friday pm with JHL, DSY (welfare) and CFY, KGY (educational)
- Ensure the SIMS attendance register is completed for pupils in school coded using only X, C, or present (/ \)
- Keep in regular contact with FTs as appropriate, individually and collectively, via email, SMH and MS Teams.

Assistant pastoral leaders will:

- Assist with monitoring the engagement of online learning through the year team spreadsheet for your year group
- Assist with contacting pupils and parents at home to engage / re-engage as and when needed in particular for PP, SEND
- Be a presence in the classroom and monitor the engagement of key worker and vulnerable pupils in school
- Phone home for non-attendance of key workers and vulnerable pupils when expected in school in particular for PP, SEND
- Assist in the awarding of Star of the Day and Star of the Week awards (from GEN) for your year group
- Staff the appropriate entrance and exit, am and pm of all pupils to and from school unless involved with testing
- Direct pupils to either COVID-19 testing or direct to classrooms as appropriate
- Assist in identifying and overcoming barriers to learning e.g., IT equipment etc in particular for PP, SEND
- Assist with the selection of pupils to be requested present in school, clearing names with JHL and SEND DSY
- Ensure the wellbeing database is current, updated as appropriate and ongoing
- Assist with a weekly list of pupils causing concern for both education and welfare is shared Friday pm with JHL, DSY (welfare) and CFY, KGY (educational)
- Ensure the SIMS attendance register is completed for pupils in school and working remotely at home, coded using only X, C, or present (/ \)
- Assist with the distribution to parents of free school meal packages

SLT:

- Set work for your own classes
- Regularly monitor work being provided in link department meetings and discuss with CLs the information gathered in the [CL Monitoring Proforma for L3](#)
- Weekly SLT meetings – SIP and School Diary - Tuesday 1-3pm
- Arrange a weekly / regular online meeting with SLT Link (see agenda provided by XBS)
- Arrange a weekly / regular online meeting with XBS / SLT Link

DSLs:

- Point of contact for all staff
- Regular management of safeguarding via CPOMs
- Coordinating home contact/visits if required, following revised Health and Safety protocols
- Regular check-in with all Pastoral Leaders
- Regular check-in with vulnerable pupils (Risk assessments completed and updated as appropriate. Intervention / support records updated each week)
- Weekly online meeting with all DSLs to update & coordinate responses
- Coordinating multi-agency contacts, coordinating/participating in virtual meetings
- E – safety will still be operating as per normal (DSY)

SEND Team:

- TAs to monitor work set for the pupils with an EHCP and on the SEND register, communicating with the class teacher to support differentiation and checking understanding with the pupil via online platforms.
- SENCO to email team weekly to 'check-in' and regularly monitor EHCP and SEND pupils
- SENCO to produce weekly report for SEND, CLA, Vulnerable pupils register, to include SMH, phone calls, etc

Headteacher:

- Briefing notes to staff every Monday / Wednesday (If appropriate) Friday also.
- Weekly video message update to parents
- Weekly SLT meeting online – Tuesday 1.15 - 3.00pm agenda and mins
- Regular contact with BGY / SFG to coordinate marketing and feedback from social media
- Regular contact with, governors, LA, Salford diocese and other Headteachers
- Daily point of contact for on-site Senior Leader

Expectations – providing appropriate learning materials for all pupils:

- **The primary aim is to continue the delivery of the curriculum as we do not know how long the closure may last and we cannot assume there will be time to catch up when we return.** However, work should be as engaging as possible. We aim to support parents in keeping pupils engaged and stimulated. Competitions, projects, videoed demonstrations and challenges will all help to keep spirits up. For practical subjects (PE, DT, PA) set activity ideas, aiming to keep morale up.
- Film recorded at home should not be uploaded for safeguarding reasons – school can be used for this by arrangement with Liam Robinson/Curriculum Leaders/ SLT. Live connections with pupils must be agreed with Curriculum Leaders/ SLT in advance.
- All communication must be through **Show My Homework** and **school email** as this is monitored and recorded.
- Work will not be set during normal school holidays. The additional provision at school will continue but the virtual school will not.
- **The T&L Team will continue to provide a fortnightly bulletin to share ideas for effective remote learning delivery and to share best practice amongst MC staff. Alongside this, additional CPD linked specifically to remote learning delivery will be shared for staff to access.**

Expectations – checking work and giving feedback:

See additional information in: [Teacher Expectations Lockdown 3](#)

All pupils' work should be completed in their COVID exercise books so that we have a clear, progressive record of pupils' work during this lockdown. Any work which is completed and sent back to the teacher should be reviewed in a timely manner and acknowledged. Teachers should continue to use WCF sheets to mark key pieces and the feedback sheets should be shared with pupils who should complete the WOW and NOW activities.

Persistent non-engagement with learning will be dealt with centrally by the PLs / APLs via a text message / phone call to parents and PLs will manage persistent cases. These contacts will be supportive and mindful of the pressure families may be under. Remember that this is a unique situation, and some pupils will not engage despite our best efforts. This does not mean we give up though – that is not the MC way! We must try and not have any pupils left behind! In the case of pupils failing to engage with specific subjects: teachers will establish contact initially and refer to CL if the case continues.

Expectations - Prayer & Worship / PSHCE / CEIAG / Current Affairs:

LRN and CDN have devised a form time activity based around the theme 'wake up your faith'. This builds on the #onestormdifferentboats project from before the Christmas break. Tutors can engage their tutor groups with this and there is a Microsoft Forms to complete by pupils once they have done their task. There are prizes each week for pupils and tutors.

Expectations - Staff Absence:

Please follow the normal school staff absence policy and notify the HT and your line manager between 7.00am – 7.30am

We will continue to update our school policies each half term, so that they are in line with government guidance updates.

End of report: Monday 18 January 2021

Consultation with a sample of staff and governors Wednesday 20 – Friday 22 January.

Staff informed – Wednesday 27 January.