



St. Maxentius CEP School

Teaching and Learning Policy Covid-19 - Phased Return to School

This policy has been written to outline St. Maxentius CE Primary School's intention to support Teaching and Learning for children in school during the phased return following the COVID-19 pandemic.

Aims

- ❖ To provide a safe and happy place for children to learn
- ❖ To provide opportunities for all pupils to achieve and learn, despite social distancing measures
- ❖ To reintegrate pupils back into school and address the gaps in learning since the school closed for lockdown during the COVID-19 pandemic
- ❖ To maximise the progress that children make on their return to school
- ❖ To focus on key knowledge and skills which pupils have missed during lockdown and prepare them for the next phase of their education
- ❖ To ensure that disadvantaged pupils have access to high quality support in accessing school work
- ❖ To develop confident, disciplined and enquiring learners, able to make informed choices whilst working independently
- ❖ To provide equal opportunities for all children to access the curriculum
- ❖ To develop social, cultural, spiritual and moral understanding and empathy within each child (with a view to the impact of COVID-19 on some pupils)
- ❖ To value and respect all cultures
- ❖ To foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others and respect others' opinions and rights - generally and in terms of social distancing

Learning Environment/Ethos

Following the COVID-19 pandemic, school has re-opened with social distancing measure in place. However, in order to provide an appropriate learning environment, the following elements are essential and we aim to ensure that :-

- Classrooms are bright, cheerful and colourful and are a welcoming environment with an atmosphere of mutual respect
- Classrooms are a safe with a secure ambience which induces a good morale between all those in school and an openness and willingness to listen to each other
- Children benefit from consistency of behaviour and expectations
- Children are with meaningful, purposeful tasks which support closing the gap since the closure
- Opportunities are given for children to reflect on their learning and have an understanding of their role and responsibility and to consider their response
- Pupils and staff provide positive role models
- Classrooms are well ordered and well organised with resources required by pupils organised into trays ready for use each day
- There is a good working atmosphere
- The school's Christian character is reflected in classrooms and around school



Teaching

Teaching has the most direct influence on the progress that each child makes. The following points are essential for a high standard of teaching, regardless of social distancing :

Teachers should :

- Have realistic, but high expectations of themselves and pupils and give encouragement to achieve those expectations
- Differentiate the curriculum to ensure that all pupils make progress and close the gaps in progress due to the lockdown
- Be a good role model
- Produce good, purposeful activities
- Match work to ability
- Ensure that all children have access to appropriate resources (not shared) which facilitate learning
- Ensure that TAs have clear guidance on objectives to be delivered
- Manage TAs effectively, particularly ensuring that they adhere to this policy and other relevant policies , particularly the revised Behaviour and Discipline Policy 2020 (COVID-19)
- Have mutual respect for each other
- Enjoy teaching and do so with enthusiasm and humour
- Set and expect a high standard of behaviour, in line with school policy (amended May 2020), which is followed and reinforced by all
- Have an appropriate subject knowledge which is developed through in-service training
- Make effective use of professional time
- Set and follow established routines
- Ensure that pupils are involved in the maintenance and care of their personal resources in their classroom
- Encourage pupils to take responsibility for maintaining a tidy desk (on and under)

Teaching

Years 1-6

The school will adhere to government guidelines with regard to the maximum number of pupils per classroom/group. Children will be seated at their own (independent) desk to ensure that social distancing measures are ensured.

Staff will provide each pupil with their own personal tray containing a range of resources, including text books, exercise books, a stationery pack and photocopied resources which can be accessed independently and children will be directed on which activities to complete during each lesson.

During lessons, children will be supported with their work by adults, whilst being mindful of social distancing. To avoid contact or potential transmission between children and adults, work will not be marked by staff. Each child will keep their work in their tray on their desk.



Each child will be given 2 library books which are appropriate in level and interest which will be on desks at all times to facilitate reading.

Wellbeing

For some children, the return to school will be welcome and they will not experience any negative feelings but, for others, they may experience issues or have concerns initially or later on in the coming weeks. Adults in each of the groups will take time each week to discuss wellbeing and lead mindfulness activities and will also be available for children to speak individually to them, as and when needed whilst maintaining social distancing.

EYFS

The Statutory Guidance for Early years foundation stage: coronavirus disapplications (Gov.uk) states that:

‘During the COVID-19 outbreak, staff in early years providers should use reasonable endeavours to meet the existing learning and development requirements’ (see EYFS policy)

‘As far as possible, children should also benefit from a broad range of educational opportunities.’

‘The EYFS learning and development requirements comprise seven high level areas of learning that ordinarily must shape education programmes in settings, and seventeen Early Learning Goals (ELGs) which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.’

‘Whilst staff should try and meet existing requirements as far as is possible during the COVID-19 outbreak, we recognise that these are extraordinary times and there may be occasions where it will not be possible to provide activities and experience across all seven areas of learning for all children all of the time.’

‘During the COVID-19 outbreak, The Early Years Assessment Stage Profile (EYSFP) will not need to be undertaken in the academic year 2019/20.’

EYFS statutory guidance will again be followed at the end of the COVID-19 outbreak.

Teaching and learning within EYFS will still include:

- A focus on mental health and well-being where needed.
- A specific learning focus for every activity
- Clear vocabulary and questioning used throughout the session
- Holistic learning used to enhance the learning
- Opportunities within the limited, regularly cleaned and socially distanced continuous provision, for children to embed their development.
- Maximum learning opportunities and maximum engagement, in the continuous provision, where adults are not always present
- AfL (development matters) used to ensure activities move the children on in their learning.
- Instant verbal feedback, praise for effort and achievement is given.
- Timetabled sessions for children to access outdoor provision again with limited, regularly cleaned and socially distanced continuous provision
- Parents are involved in their child's learning via use of Tapestry.



Teaching will include :-

- Clear and shared learning objectives which are understood by pupils
- A good range of appropriate activities
- An appropriate match of tasks and differentiation
- A range of teaching styles and strategies including :
 - exposition,
 - explanation,
 - demonstration
 - discussion & questioning from own desks (open and closed as appropriate),
 - problem setting and solving
 - thought showering
 - previewing and reviewing their work
 - listening
 - providing opportunities for reflection by pupils
 - providing opportunities for repetition/reinforcement
 - providing encouragement, positive reinforcement and praise
 - Intervening, as appropriate, in the learning process in order to encourage development
 - Providing opportunities for success

- Pupils involved in their own learning
- Effective and challenging questioning which enables learning
- Challenge, encouraging risk taking and learning from mistakes

Learning

In the course of their learning, children develop their skills through a variety of processes. However, during this time of social distancing, these will be limited but will include :

- Listening
- Observation
- Talking and discussion (from desks)
- Asking questions
- Debate (from desks)
- Retrieving information (non-IT based)
- Imagining
- Repetition
- Problem-solving
- Making choices and decisions

At St. Maxentius Primary School, opportunities are organised to allow pupils to access these processes, and for them to develop their own strategies to gain knowledge and skills.

We accept that children learn in a variety of ways, but due to social distancing, some of these are inappropriate and we have limited them. The styles we will include may be :

- Individual learning
- Whole class
- Independent learning



Learning needs to be structured in order to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration. Effective learning strategies that we will try to teach our children during this time of social distancing include

- To concentrate when listening
- To contribute to discussions in a relevant manner
- To co-operate with peers and staff
- The ability to ask and answer questions
- To solve problems and generate answers
- To develop organisational skills
- To respond to a task, accept challenges which are set, and persevere to complete a task
- To take pride in the presentation of work of any kind
- To respond to well established routines
- To organise learning
- To work independently

Resources

It is essential that teaching and learning are supported by resources that are both centrally stored and classroom based. Resources should be :-

- Good quality
- Clean
- Ample to cover need
- Appropriate to pupils
- Accessible to pupils
- Effective
- Able to encourage independence

Planning

In planning, teachers should be :-

- Consistent, following a whole school approach and preparing work for the week for pupils
- Flexible when the occasion rises
- Aimed at closing the gaps for pupils from all groups

Assessment

Under normal circumstances, assessment takes a high priority but, in order to maintain social distancing and reduce the potential transmission of COVID-19, teachers will not be able to assess during lessons and work will not be marked.

Organisational Arrangements

Whole class teaching will be the main strategy in order to maintain social distancing :

- a) Explanation and exposition
- b) Direct teaching and skilled questioning
- c) Engendering enthusiasm and high expectations
- d) Focussing attention and developing concentration
- e) Discussion and sharing ideas
- f) Demonstration



Group teaching may be carried out by the teacher speaking to specific groups of children as long as pupils remain at their desks to facilitate :-

- a) Delivering objectives more specific to the needs of a small group of pupils
- b) Focussing on particular issues which children may make their teacher aware of
- c) Demonstration (aimed at a specific level/target)
- d) Discussion/sharing of ideas with more opportunity for input by individual pupils (from desks)

Individual teaching will not be used

Equal Opportunities

All pupils will be treated equally regardless of ability, gender, race, religion or belief, cultural background, sexual orientation, gender reassignment or any disability. It is the responsibility of staff to promote good practice in equal opportunities and ensure that, when identifying a special need, it is an educational one and not one of language or physical difficulty.

Health and Safety

At St. Maxentius, pupils are encouraged to be proactive about Health and Safety. Under normal circumstances, pupils are taught; about hazards, risks and risk control, to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others, to use information to assess the immediate and cumulative risks, to manage their environment to ensure the health and safety of themselves and others, to explain the steps they take to control risks. In the case of COVID-19, pupils will have received specific instructions on how to keep themselves and others safe and will be expected to adhere to the updated Behaviour and Discipline policy in light of the pandemic.

Role and Responsibilities

Governors

It is the role of the Governors to monitor and review the policy and its practice through :

- Reports from the Headteacher

Also :

- To promote and ensure, at all times, equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents/Carers

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually (at their allocated time).
- Sharing with the teacher any problems in school that their child is experiencing.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Agreeing to a home/school diary concerning their child's behaviour (if required).
- Reinforcing the School's amended Behaviour and Discipline Policy



- Responding to communication home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Promoting a positive attitude towards school and learning
- Fulfil the requirements set out in the letter sent regarding pupils' return to school following the COVID-19 closure

The School

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Giving reasonable / appropriate access to teaching staff via email or telephone.
- Working in partnership with parents and carers to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and will be reviewed weekly until school fully re-opens to all children and social distancing is no longer a requirement.