

COVID-19 Teaching at Reach

GENERAL

1. **Introduction.** The current COVID-19 situation is unprecedented. A global pandemic with familial to international consequences that are impossible to fully comprehend and to securely plan against. Planning is iterative and morphing. Sherborne Schools have worked towards two strategic priorities:
 - a. Safeguard and protect the School community;
 - b. Reduce risk to the loss of the School's reputation and business.
2. **Precedence.** The policy supports the School's policies and only takes precedence for teaching at reach. There are no changes to the suite of safeguarding policies.
3. **Actions to date.** The school has:
 - a. Analysed and framed COVID-19 in relation to the School and the Sherborne Schools;
 - b. Proactively communicated actions with parents regarding COVID-19 as government advice developed about the impact and risk to the children and their families – shaping and owning the narrative;
 - c. Developed contingencies against the most likely and worst-case scenarios;
 - d. Developed a teaching at reach solution including the training of staff, pupils and parents to maintain business continuity in the event of a short to medium term closure.
4. **Aim of the policy.** The aim of the policy is to provide the guidance and expectations of staff if the school is forced to close by the government and staff are made to teach from home.
5. **Elements of the school.** For the purposes of this policy, the school has been broken into the following elements:
 - a. Pre-prep.
 - b. Junior school – Years 3 to 5.
 - c. Senior School – Year 6 to 8.
 - d. Co-curricular: Art, Drama, DT, ICT and a limited PE and Music offering;

- e. LS to include EAL – by demand and if a technical solution enables.
6. **Teaching load analysis.** Teaching loads have been analysed and teaching loads are similar in daily averages. It is, however, impossible to achieve complete parity which it is hoped that staff will understand.
 7. **Lighter remote teaching-loads.** Those staff not actively involved in teaching or with light teaching loads over any closure may be required to support holiday clubs in the summer holidays.

EXPECTATIONS

8. **Management roles.** The School's management although dislocated will be using the time productively to ensure that the School can run smoothly during the holidays, and in term time and on its return:
 - a. Updating and renewing policies;
 - b. Updating and improving the SEF;
 - c. Linking the strategic and operational plans to department development plans;
 - d. Preparing the School calendar and programme of events for the re-start of school;
 - e. Supporting pupils, parents and staff as required;
 - f. Curriculum and programme design;
 - g. Monitoring the COVID-19 situation and understanding the consequences to the school and its future;
 - h. Planning for the School's future considering the COVID-19 consequences;

The list is not exhaustive and will require support and collaboration from all members of the School's management team.

9. **Teaching load.** Each child is to receive between 3.5 to 4 hours of work per day.
10. **Subjects.** The following subjects are to be delivered:
 - a. Maths – every day.
 - b. English – every day.
 - c. Humanities – in accordance with the timetable.
 - d. Co-curricular – those subjects that can be delivered at reach to be done in accordance with the timetable.

11. **Methods of work delivery.** The following matrix is how work will be delivered to children:

Department	Teams	Teaching packs	Projects
Pre-prep	X	X	
Junior school	X	X	X
Senior school	X		X
Co-curricular		X	X
LS/EAL	X		

12. **Daily routine and timings.** Teachers are expected to be available throughout the working day during the working week. It is expected that whilst children are completing work, that teachers will be marking and preparing future lessons
13. **Posting work to Microsoft Teams.** All work for the day to be posted online by 8:00am each day, less weekends.
14. **Academic support to children and parents.** Teaching staff to respond to parental enquiries in accordance with the School policy and to be within 24 hours of the time of receipt.
15. **Marking.** Marking is to be completed in a timely manner and in accordance with current expectations.
16. **'Bump' plans.** As the number of COVID-19 cases increase, teachers may become ill and unable to teach. The Deputy Head will, with HoDs, manage work and allocate another lead for forms if a teacher becomes too ill to deliver teaching. This is not possible for all subjects as there is limited depth in some, DT as an example.
17. **Cover.** In the unlikely event that cover is required, it is to be coordinated through the Deputy Head.
18. **Management checks.** The Deputy Head (Academic) is responsible for:
- a. Quality of teaching;
 - b. Quantity of educational content;
 - c. Available to support teachers;
 - d. Respond to all parental management queries and complaints;
 - e. Ensure the sharing of best practice between staff – an online forum on Microsoft Teams will be set up by the Dir of ICT.
19. **Transparency.** Microsoft Teams is an excellent tool and an opportunity to update working practices. It also brings every parent into the classroom and a level of transparency hitherto not seen.
20. **Technical support.** The Dir of ICT will provide technical support to staff, pupils and parents as well as delivering ICT

PASTORAL SUPPORT

21. **Pastoral support.** Form teachers are to touch base with every child every day. Any concerns to be passed to the Safeguarding team and logged on iSAMs in accordance with the Schools policies.
22. **Children of concern.** The Deputy Head (Pastoral) will be available to parents of those children of concern.
23. **Video conferencing Safeguarding.** There are Safeguarding considerations of using video conferencing. The School has separate guidance that staff must comply with. A copy is at Annex A.

ADMINISTRATION AND COMMUNICATION

24. **Staff working in the school.** Until the government provide direction about school closure it is difficult to provide exact direction if staff wish to come into school to work. In short, any attendance at school is to be coordinated through the Dir of Operations and Co-curricular by no later than 3:30pm the preceding day, to include:
 - a. Name;
 - b. Date;
 - c. Time from and until;
 - d. Location.

The Director of Operations and Co-curricular will provide the Bursar and Head of Maintenance a daily programme of those attending school for both fire safety, lone working, and to ensure a level of separation and isolation.

25. **Resources.** No resources are to be purchased without written agreement from the Bursar.
26. **Borrowing IT.** Any borrowed IT is to be signed for through the Dir of ICT and are to ensure that it is fully functional with no damage. Teachers will be financially liable for any damages.
27. **Analytical evidence.** The Director of ICT is to produce analytical evidence to ensure the school can prove the detail of its delivery of an educational service to each child. The data to be sent to the Bursar to be retained for 5 years.
28. **Email.** Work emails to be checked at least once in the morning, once in the early afternoon and once in the late afternoon/early evening.

29. **Microsoft Teams.** The primary platform for online learning.

30. **Mobile telephones.** The mobile telephones for the management team:

Appointment	Mobile
Headmaster	07525120517
Deputy Head	07368370801
Deputy Head (Pastoral)	07876347978
Dir Operations and Co-curricular	07535135105
Head of Pre-prep	07553944188
Bursar	07852348837

Annex A:

Video conferencing Safeguarding guidance.

ANNEX A**VIDEO CONFERENCING - GUIDANCE**

1. This guidance document is supported by the full Safeguarding policy in place at Sherborne Prep School
2. The usage of video teaching is governed by the School code of conduct policy for all members of our community.
3. By bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a lesson taught in the usual manner.
4. All video lesson times must be agreed with the parents of the child so that the parent is fully aware of when the lesson will take place.
5. Peripatetic and hourly paid teachers must produce a time sheet of when they provide a video lesson that is given to their line managers in accordance with the financial policy.
6. All lessons that are provided by video conferencing must be recorded through the Microsoft Teams recording function.
7. Staff members must adhere to the Saturday morning staff dress code when undertaking a video lesson.
8. Children must be appropriately dressed when undertaking a video lesson with a member of staff. In the event that the teacher feels that this is not the case, the video lesson will be terminated immediately, and a report logged on iSAMS with the details of the concern.
9. Any concern during a video lesson must be raised to the DSL as soon as is possible (an email will suffice) as stated in the full Child Protection policy. The DSL will follow protocol where there is a safeguarding concern.
10. All staff are expected to adhere to the safeguarding and child protection guidelines as set out in the full Safeguarding suite of policies.