



Our Response to Coronavirus: March to July 2020

Key Worker / Vulnerable Students

86 students were initially invited as the children of key workers or students who were regarded as "vulnerable" according to government guidance or by school staff. As lockdown progressed further students were invited as our weekly contact with home meant we were able to identify students who were finding being out of school particularly hard, or where circumstances changed. By 18th June 92 students were eligible to attend in the Key Worker / Vulnerable group.

Risk assessments were undertaken for all EHCP students and all were judged to be safe at home but in any case all EHCP students were invited into school should they wish. A weekly meeting was held between school and SENAR to discuss EHCP students.

Students in the Key Worker / Vulnerable group completed a mixture of computer based work and physical activity. School was open every working day and during Easter holidays for this group.

Return of Full Year Groups to School

Once our risk assessments meant that we could do so safely, we began to open up school to further groups of students, with the aim that all students would be in school at least once before the end of the school year.

Year Group	Date of Return	Days in School
Reception	2 nd June	Every day
Year 1	4 th June	Every day
Year 6	8 th June	Initially Mon-Wed fortnightly and then everyday from 29 th June.
Year 10	15 th June	One day per week plus an extra day per week for students not accessing work from home.
Years 2 - 4	29 th June	Every day
Y9	6 th July	One day per week plus an extra day per week for students not accessing work from home.
Y8	6 th July	One half day total
Y7	13 th July	One half day total

Pastoral care and safeguarding:

A Covid19 Safeguarding Addendum was made to the Safeguarding Policy in March 2020.

A list of vulnerable students was maintained and calls were made by pastoral and SEND staff at least weekly to speak to the child and / or parent.

For all other students, form tutors made weekly calls to all families (one call per family) to speak to the children and / or parents. Where there was lack of contact for two weeks this was reviewed by key staff and if necessary further action was taken including text messages, letters and home visits.

Calls to both groups covered wellbeing of parent and child, economic wellbeing (e.g. checking receipt of FSM vouchers or signposting to food banks etc.) and academic progress.

Form tutors or class teachers also kept in touch via school email with some students who wanted the opportunity of discussing their feelings with a member of staff.

Additions or amendments were made to all relevant policies (e.g. safeguarding, SEND) and a bereavement policy was introduced.

Wellbeing sessions were delivered for returning students so that students could reflect upon their experiences and talk to each other or to staff. Staff were given additional training.

Wellbeing information was given to students and parents from March to July via email and included:

- Online safeguarding during Coronavirus
- Sources of support for SEND students
- Mental health / emotional resilience
- Dealing with aggressive children.
- How to access Kooth online mental health support / counselling
- Sources of Support available over the summer

Staff were also trained in subjects that were pertinent to the wellbeing of children during and after lockdown:

- How to effectively maintain contact with and support students and families while on lockdown.
- Adverse Childhood Experiences online training
- Childhood bereavement training
- Information on how to support students returning to school.

Home Learning in Primary:

All pupils started lockdown with additional reading books, bespoke home learning packs and instructions on how to access SMHW. Work was then set weekly by class teachers: 4 lessons per day on Show My Homework from the start of lockdown. Hard copies of Home Learning Packs were also sent via post to 75% of pupils. Weekly reports were sent to class teachers about parents/pupil engagement with home learning so that further assistance could be offered during our weekly phone calls. A weekly newsletter and certificates were also used to encourage engagement and submission of remote learning.

Home Learning in Secondary

Students were set a variety of activities from the start of lockdown – we balanced work that can be accessed via an online platform such as Show My Homework and have encouraged students to access The Oak National Academy Lessons and BBC Bitesize. Students were also set work in line with the curriculum for summer term and were communicated with via Show My Homework and emails. Where students were not engaging with the work we spoke to them and their parents in order to address barriers. For example, at the start of lockdown we were setting lots of activities but as time went on we set major pieces of work supported by in-class learning (in Year 10) and resources sent to students. If there was an access issue then

these materials were provided physically and students either collected them or they were posted home. We found that this had a greater take up from students, those who did not engage were invited for extra days in school once we began to widen opening.

Students completed a variety of work. In English they completed work on Myths and Legends and Oliver Twist, Year 10 worked on Power and Conflict Poetry. The key focus in Maths has been to give students opportunity for retrieval practice. In the Arts, as many students could not access practical facilities whilst at home, we offered suggestions for students to be creative at home in order to try to maintain access to a broad curriculum offer. Students were set online Music composing tasks, where the best work has been shared on the school SoundCloud site. In Technology, students baked or designed tasks and shared photos of the products they made. A particularly good example of this is a male student in year 9 who has built, painted and varnished a cupboard whilst in lockdown. In PE, we encouraged students to stay active by participating in the Joe Wicks workouts, to ensure they kept fit and healthy.

Transition:

As a school we recognise that transition from Year 6 to Year 7 can be a daunting prospect and this year the process has become more difficult due to the coronavirus pandemic. As we have been unable to operate our usual transition programme, we have provided parents and students with a remote experience. All materials shared with parents can be found on the admissions section of our website <http://www.bournvilleschool.org/admissions/>