

CAUSEWAY GREEN PRIMARY SCHOOL



Teaching and Learning COVID-19 Addendum

Governor Approved:
Date Approved: Marc 2021

T&L Policy COVID-19 Addendum:

The staff at Causeway Green Primary School are committed to enabling children to achieve their true potential through effective teaching and learning. Due to COVID-19, these additions and changes have been made to support and prepare children's return to school, which is vital for children's education and well-being.

T&L in the classroom

Equipment:

- For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared
- Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.
- Pupils are allowed to take home reading books home but when returned to school they should remain in the cupboard for 3 days before being redistributed
- A water bottle must be provided (two is recommended)

Grouping Children and Classroom Structure:

- Children kept in their class groups unless a specialist is delivering something to a specific risk assessed group (e.g. WBA)
- Pupils seated side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.
- Teachers are to remain at a two metre distance from pupils at all times where possible.
- Groups should be kept apart, meaning that large gatherings such as assemblies should not take place (loom assemblies will take place in classrooms and merits will be delivered by Headteacher to classrooms)

Curriculum Expectations:

- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work). The curriculum is planned to ensure that pupils have the essential knowledge and skills to move into the next curriculum year.
- Prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).

- Identifying opportunities **for reading** across the curriculum so they read widely, and develop their knowledge and vocabulary.
- The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.
- **Daily Catch Up sessions will be delivered by LSPs so that children are ready for the next day's lessons. (English, phonics and Maths)**

Reading

Priority will be given by LSPs to hearing the children read during the first few weeks of school. The pupils will continue to have reading books. They will have at least 2 books per child. **These will be sent home with planners from Day1 or 2 after the pupils' return to school.**

- EYS/KS1: Phonics and Reading book (Levelled)
- KS2: Reading book (Levelled)
- They will also have a book from the school library.

Every classroom from Nursery to Year 6 has a well-stocked and an inviting Book Corner, where you can find everything from **newspapers to poetry, non-fiction to fairy tales and picture books to classic popular fiction**. The books from the classroom must be:

- Only be used by pupils from that class/bubble
- When returned from home, they must be placed in a box, and left for 48hrs (these will be collected on a Friday, ready to be added back to the shelves on Monday).

Mobile Library

An interim mobile library will be provided. This will ensure that the pupils have a selection of books to read. The box will include:

- Newspapers
- Non fiction
- Fiction
- Poetry
- Comics

On a bi-weekly basis, a request form will be sent to each class and the librarian will aim to provide books to meet the children's interests.

Reading corner

All classrooms have a designated area for reading books and reflection. This space is designed with the children in mind, it should capture the children's imagination and **promote a love of reading**. Our book corners also include facts about authors and books, book reviews and recommendations, prompts to help the children read as well as a quiet space to enable them to 'escape into a good book'.

Phonics

- Rec/Y1 and Y2 will carry out informal phonics assessments during week 2-3
- Phonics groups to be split within the class only between class teacher and LSP
- Teachers to begin teaching by reviewing what has been taught during lockdown initially before moving on

Marking and Assessment:

- Self-assessment for peers will continue to take place as normal during lessons along with PA with partners.
- On LO there will be 'R A G' for them to circle the relevant letter instead of colouring red, amber, green to avoid issue of sharing colouring pencils.
- Marking for teachers will be as usual- but where possible staff will try not to take books home to mark.

Displays:

- Plastic covering
- Laminated where possible
- Blu tac to be used
- Working walls are to be used as normal

PE and Forest School:

- PE to take place outdoors when possible (dependent upon weather and topic being taught)
- Children to wear PE kits from home and remain in these for the whole day
- Children to bring extra water bottles from home when taking part in physical activities
- Children to wear forest school kit with school shoes from home
- Forest school equipment to be cleaned after each use – Forest School Lead responsibility
- Wellies in school not to be shared
- Children to bring their own wellies or old trainers from home

Trips:

- Follow guidance from Evolve and LA (currently no educational visits until further notice)
- Ensure trips books are outdoor based where possible
- Ensure visits booked allow for a minimum of 2m distance from other schools and staff

Library

- Each class provided with a box of books to pick one rather than visiting library.
- Books that have been sent home to be kept away from the library for at least 48 hrs/ 3 days before they are returned

MFL

- Delivered as usual- MFL teacher to remain at the front of the class at 2m distance
- Class teachers to remain in the classroom while the lesson is being taught

EYFS

Marking and Feedback:

- Verbal feedback to be given during adult led activities
- Anecdotal observations to be completed to support baseline assessment
- All observations to be added directly to learning journey on completion
- Learning journeys to remain in school where possible

Classroom Layout:

Settings should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

- Whole class teaching will be completed on the carpet with children facing teacher
- Whole class teaching will be kept to a minimum between 10 – 15 minutes
- Where possible whole class teaching will be delivered in family groups to allow for smaller groups of children to be together on the carpet
- Adult focus teaching will take place at horse shoe table to allow all children to be facing the teacher
- Soft furnishings will still be limited within the classroom
- Shared resources to be sprayed with a disinfectant spray at the end of each day and allowed to air dry over night

Induction Process:

- Home visits will be arranged as 1:1 appointment in school so that children can visit school and meet their teacher with a familiar person present
- 1:1 visit will replace stay and play session so children can explore the classroom with a familiar person present
- Other stay and play sessions will not be carried out in the Autumn term at least

Teaching Focus:

For children in nursery settings, the main teaching focus will be on the prime areas of learning, including:

- communication and language
- personal, social and emotional development
- physical development
- teaching will be delivered in small family groups

For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring phonics knowledge and extending their vocabulary.

- WELLCOMM assessments to be carried out on all children to identify gaps in language
- Phonics lessons will begin in family groups (15 children) to catch up

- Reading books will be sent home early with children – returned books to be stored for 72 hours before being resent home
- Observational assessment to be used for baseline period to identify other gaps in learning and plan for them accordingly

Academic	Welfare/social	Fine motor	Gross motor
Phonics and early reading	Speaking and listening	Use of knives and forks	Running and jumping
Number and counting	Engaging and eye contact	Pencil grip	Sitting up straight
Formulating coherent responses	Turn taking and sharing	Pincer grip	Hand eye co-ordination
Reacting appropriately to accurately modelled use of language and full sentences	Speaking to adults Speaking to peers		PE stamina and resilience
Eating together			

Little Sprouts Stay and Play:

Due to limiting visitors into the building Little Sprouts will not be taking place currently. This will be under constant review and once advised by the Government that it is safe to do so Little Sprouts will begin again. As this is also used to secure future Nursery and Reception places it is in the best interest to have the provision up and running as soon as it is safe to do so. Current registration details will be used to identify any possible nursery and reception places and these parents will be contacted by phone.

Staff and visitors

Staff:

- Class teachers will be working closely within their class bubble where possible.
- When staff are required to be out of the classroom suitable cover will be arranged ensuring that number of adults that will mix within the bubble are kept to a minimum.

Supply Teachers / Specialist Teachers:

- Settings can continue to engage supply teachers and other supply staff during this period if the risk assessment allows. Where possible the staff will be exclusive to CGPS.
- All supply teachers will be sourced from Hays
- Long term supply teachers will be sourced to prevent workers moving between settings
- Specialist teachers (music specialists, sports coach, reading volunteers) will continue to be used but will all follow the school's arrangements for managing and minimising risks

Students:

- Teaching students will be welcomed and supported within our school during the Spring/Summer term. They will be exclusive to CGPS and encouraged to participate in LFT testing
- Teaching students to remain in the classroom they are allocated

Visitors / Volunteers:

Volunteers may be used to support the work of the setting, as would usually be the case. It is important that they are properly supported and given appropriate roles. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.

- Non-essential visitors are currently not being permitted into the building

Engaging parents and families / open classrooms:

- Parents will only be allowed into school if they are invited or have a pre booked appointment
- Open classrooms have been replaced with welcome video from new class teacher and welcome booklet included some photographs of learning environments
- Parents will be informed of stunning starts and fantastic finishes via curriculum newsletter

Special Educational Needs

Support to access the curriculum and interventions:

- Causeway Green will ensure that appropriate support is made available for pupils with SEND, in accordance with government guidance.
- SEND and vulnerable pupils will be given the catch-up support needed to make progress by the end of the academic year.
- Remote learning will be personalised to pupil's needs and EHCP outcomes.

- Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to learning routines, teachers and special educational needs coordinators will plan to meet these needs, for example through using social stories.

Social distancing:

- It is recognised that keeping a 1m+ distance between pupils and staff will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support will be provided as normal in accordance with government guidance.

Visitors and partnership with external agencies:

- Specialists, therapists, clinicians and other support staff for pupils with SEND will be provided interventions as usual in accordance with government guidance.

Additional Information:

- Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. Routines and social stories will be put in place to support SEND pupils with hygiene measures. This should be considered in risk assessments in order to support these pupils and the staff working with them.

Changes to school routines

The school day:

- The school's start and finish times will be staggered to support social distancing.
- Social distancing will not be expected for pupils; however, this will be encouraged for pupils in upper Key Stage 2. Pupils will work within class or year group bubbles minimising contact where possible with other pupil and with other bubbles.
- In the Spring and Summer terms (and until reviewed) we will be unable to facilitate mass gatherings within school, as a result, assemblies will take place within the classroom. Some assemblies will be on Zoom so that pupils can see each other as a whole school eg. Gem awards, Curriculum Champions
- Pupils will have designated areas/ times for unstructured times such as play times and dinner times.
- Lunchtimes – lunch will be eaten in classrooms (where possible)

Hygiene procedures:

- Routines will be put in place to support children with hygiene measures such as hand washing and discarding soiled tissues using **the catch, bin it, kill it** approach.

- Regular cleaning of surfaces and contact points will be in place throughout the day.
- Where necessary school staff will wear PPE for treating pupils with Covid-19 symptoms and pupils who require close care.
- Isolation area is provided; this will be separate to pupils and staff. Any pupils will be appropriately supervised.

Travelling to and from school:

- In accordance with government guidelines Causeway Green Primary School would encourage children to walk or cycle to and from school.
- Children in KS2 may choose to drop the children at the bottom of the drive in order to reduce numbers on the school site.

Behaviour

We will continue to have high expectations for our pupils learning behaviour, including their movements around school.

Please see Behaviour Addendum.