



Spalding Grammar School

Home Study Arrangements

SGS TLA Policy: CV19 Appendix Aim:

"to deliver a high quality of education across a broad curriculum, regardless of isolation level"

As part of our School's TLA policy, we have planned and implemented a CV19 appendix. This appendix provides staff with expectations and guidance, based upon the isolation level of students (see grid below). All staff have been briefed and trained to carry out all levels of this response grid, and this training continues through meetings, forums and other means. The CV19 appendix is reviewed and updated regularly to adapt to the evolving nature of remote education.

Isolation Level	Teaching System	Teaching and Learning Practices	Assessment Principles
4 FULL all students isolated	Normal timetable followed - Live Teams lessons for all*	Creative and effective application of the TLA Policy via remote methods	- Formal assessments (e.g. CATs) completed remotely (integrity considered) or reassigned - Low-stakes assessment continues
3 YEAR GROUP whole year group(s) isolated	Normal timetable followed - Year group(s) in school = as Level 1 - Year group(s) isolated = live Teams lessons	Creative and effective application of the TLA Policy whilst adhering to CV19 measures	- Year group(s) in school = as Level 1 - Year group(s) isolated = as level 4
2 LOCAL individuals/groups isolated	Normal timetable followed. 'Composite' lessons where possible, i.e: - Students in school = as Level 1 - Students isolated = live Teams lessons and/or work made available remotely via Teams**	Creative and effective application of the TLA Policy whilst adhering to CV19 measures	- Students in school = as Level 1 - Students isolated = as level 4
1 NONE with CV19 measures	Normal timetable followed - Classroom-based lessons for all	Creative and effective application of the TLA Policy whilst adhering to CV19 measures	Normal procedures with CV19 measures
0 NONE no CV19 measures	Normal timetable followed - Classroom-based lessons for all	Normal procedures – effective application of the TLA Policy	Normal procedures – effective application of the TLA Policy

*we expect [live Teams lessons](#) to be delivered in conjunction with the normal timetable to maximise quality of education. In extenuating circumstances where live Teams lessons cannot occur, the teacher must deploy an engaging range of remote learning methods [that are clearly shared with students via Teams**](#). These cases must be discussed with HoS/SLT Link. [Any student absent from a live Teams lessons must be 'tagged' \(@\) with details of work missed in the appropriate Team, preferably the same day as the lesson.](#)

All staff are expected to use **Microsoft Teams as the 'go to' platform for all classes to store and share resources to maximise learning both in and out of School

In the event of the requirement for home study (level 2-4), a consistent protocol is followed:

- **Staff** are informed of the students involved, the response level and length of home study, and given clear TLA expectations for the period of that isolation. Links to training materials are provided should staff want to refresh their skills in remote TLA (see appendix 1)
- **Students and parents** receive a briefing, both in writing and by personal video address from me, which outlines the expectations for accessing lessons and completion of work. The briefing also signposts toward the home study guide and wellbeing support materials we have made available on our [School website](#) (see appendix 2)

During home study periods, **live Teams lessons** are run during the **normal school timetable** of lessons to keep a sense of routine for all stakeholders. For extensive periods of home study, lessons run for 45 of the usual 50 minute slot to allow transition time for students and staff to briefly rest and refocus for the next lesson. Assessments continue to run, predominantly via Teams Assignments, which staff and students have been trained to complete.

Tutor Time is arranged via bespoke agreements with the relevant Head(s) of Year, depending on the context. For extended isolations, Tutor Time is allocated to student 'catch ups'; where Form Tutor and small groups of Tutees can discuss home study and wellbeing. Relevant referrals regarding issues (e.g. wellbeing, IT access etc) are made to ensure students receive targeted support. Assemblies are also run (whole school or year group) virtually to maintain a sense of community.

During extensive periods of home study, the **staff calendar and SDP** are revisited to prioritise staff time towards the quality of remote TLA, thus considering their wellbeing.

Those students who come into School (children of critical workers, vulnerable etc) are provided with a conducive working environment that is staffed and contains sufficient IT provision to access live Teams lessons like all other students.

Attendance to and behaviour during live lessons is monitored and recorded (and communicated with parents) via Go4Schools. Pastoral staff monitor this data in a methodical way that enables them to intervene with the highest-profile cases to support home study as much as possible.

Students with **additional needs or vulnerability** are specifically supported by Additional Needs staff, whether this be in school, remotely, or both.

Throughout the home study period, **communication** is both encouraged and responded to in timely fashion between home and School to best inform and support all stakeholders.

The School are regularly **reflecting upon** and **improving the systems** implemented, much of which is based upon stakeholder feedback. A formal **mid-term review** takes place from 22nd January 2021, including surveys of students, parents and staff, the feedback of which will be used to positively adjust systems accordingly.

Mr Dave Endersbee, Assistant Headteacher i/c Teaching and Learning